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ABSTRACT

This report consists of a background and discussion of the methods used to design the employability inventory as well as results obtained from field testing it with graduates from and current students at two postsecondary vocational technical institutions in Wisconsin. Results obtained are reported in number and percentage distribution tables along with results of statistical procedures used in analyzing reports. Analyses presented consist of comparisons between various groupings of the field test subjects. Graduate subjects are grouped and compared according to employment status, program area completed, rural or urban locale, sex, and experience (age). Comparisons are also made between the responses of current students and those of successfully employed graduates from the same general programs. The report concludes with a discussion of the findings, suggestions for further research, and possible implications for practitioners. Appendixes contain samples of the employability inventory and correspondence concerning the inventory. (CSS)

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EMPLOYABILITY INVENTORY: FINDINGS AND ANALYSES

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THE SYSTEMS APPROACH TO ASSESSMENT AND EVALUATION OF POST SECONDARY VOCATIONAL EDUCATION PROGRAMS

THE WISCONSIN VOCATIONAL STUDIES CENTER

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University of Wisconsin-Madison

June, 1978

U.S. DEPARTMENT OF HEALTH,
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THE SYSTEMS APPROACH TO ASSESSMENT AND EVALUATION
OF POST SECONDARY VOCATIONAL EDUCATION PROGRAMS

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Preface

In light of their employment preparatory mission Vocational Educators are ever in search for increased knowledge about the world of work and what it takes to gain employment in it. The study reported herein perhaps sheds some new light on factors important to employment. While many people claim that personal and social skills are more important than technical skills for either obtaining or maintaining employment, that hypothesis was not supported by the results of this study. Project staff attempted to measure the so-called vital personal/social skills. To the degree that the instrument developed was a measure of these skills, few differences were found between employed, underemployed and unemployed groups. Perhaps the skills were too subtle to measure, perhaps the instrument was not sufficiently sensitive, or perhaps other factors are more important. Certainly additional research, building upon, and going beyond what is reported here should be conducted. We hope that practitioners find the results reported in this study helpful in their important work of assisting others in obtaining gainful employment.

Merle Strong
Center Director

Acknowledgements

Completing this phase of the Systems Approach project has entailed countless hours and the cooperation and involvement of a great number of people. Center project staff involved include: Barbara Smisko and Eleanor Wong who did the great bulk of the work during data collection; Don Steele and Merle Stephey who assumed major responsibilities in tabularizing, analyzing and writing up the results; and, Julie and Sue Klement who typed tables for what must have seemed to them an infinity of time.

Much assistance was provided by people outside the center. Charlie Palit, Diana Bott and Dave Mackie of The Wisconsin Survey Research Laboratory staff provided help in data coding and computer processing. Dennis Redovich and Robert Braun at Milwaukee Area Technical College and Robert Borman, Rita Van Dyck and George Gibson at Southwest Tech-Fennimore -- all assisted in data collection.

While the major goal of developing an empirically valid instrument or large core of items which discriminate on the basis of employment status was not achieved, all the efforts were not wasted. We have learned a little more about the complexity of work in America and perhaps have "debunked" a few myths about what it takes to be and remain employable.

John Hartz
Project Director

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Section I Introduction

Project Goals & Objectives

This "Employability Inventory: Findings and Analysis" is Volume IV of a research project conducted for the purpose of increasing the probability that post-secondary vocational education students will be able to secure and maintain employment. Specifically, the focus of this project has been on:

- 1) Determining of the personal/social skills and traits critical to job acquisition and maintenance.
- 2) Constructing an instrument to assess the identified skills and traits.
- 3) Field testing the instrument with rural and urban current and former post-secondary students in specific program areas.
- 4) Reporting and analyzing the field test findings.
- 5) Developing guidelines for future use of the inventory.

This volume is a report of the findings based upon the field tests conducted in cooperation with two Wisconsin VTAE Institutes, Milwaukee Area Technical College and Southwest Technical Institute at Fennimore. These schools provided project staff with lists of former students completing their training during the 75-76 and 76-77 school years. These were divided according to program areas and sent copies of the Employability Inventory to complete and return to project staff. In addition to the field test with graduates, staff in the cooperating schools administered the inventory to current students and returned these to project staff in order that comparisons could be made between current and former students.

The report which follows contains a variety of comparisons made. Former students are compared according to employment status, locale of training, training programs completed, sex, and level of experience. Current students in each locale are compared with former students from the same institutions employed in occupations related to their training. For specifics on the inventory design, procedures employed, data collection, processing and analysis, see Part II which follows.

Theoretical Rationale and Perspective

It has long been believed that job entry and advancement are influenced as much, if not more, by one's social skills as by one's technical skills. Books such as Whyte's The Organization Man, Korda's Power, and Townsend's

Up The Organization discuss the importance of playing certain roles or showing certain behaviors in order to advance in a job. Nevertheless, little systematic research has been done to affirm or refute the importance of social skills and employment success.

An empirical model of employee mobility suggests that at least rudimentary skills are essential. With the exception of Charlie Chaplan's satirical character in modern times, no employee's on-the-job behavior is limited to the performance of motor tasks. Whenever there is more than one person on a job, there are interpersonal relationships. Facility or agility in such relationships contributes to the employee's success or failure on the job. The importance attached to social skills is likely to increase with the number of qualified applicants for each job opening. For example, a clerical position may require a minimum typing speed and ability to use specific office machines. In a tight labor market, those making the hiring decisions will be more likely to focus on the personality and interpersonal skills of several equally qualified applicants.

Occupational entry almost always involves a successful job interview. The decision to hire an individual is typically made after a face-to-face encounter. Although the applicant is not evaluated solely on interview performance, it is one of the major hurdles that must be overcome. Most interviewers believe that the best predictor of future job performance is past job performance. The applicant must describe his or her previous experience in a way that will encourage the interviewer to react positively. Before hiring someone, the interviewer may check the accuracy of the person's statement with previous employers. Nevertheless, if the person had not successfully described his or her skills in the interview, she or he probably would have been screened out without a reference check. In other words, even excellent school or work records are useless unless a person has the skills to encourage the employer to examine them.

The first few weeks at a new job are typically treated as a probationary period. During this time, early predictions of the applicant's job behavior are compared to actual job performance. Most jobs are not performed in isolation; the employee will typically be involved in a variety of social relationships. The employee must behave in ways expected by his or her supervisor and co-workers. The employee must adapt to the social mores of the work community which she or he has entered. Even the best technical skills may not be enough to keep a job if the employee treats the supervisor, co-workers or customers with disrespect.

Promotion or advancement on the job also requires social aptitude. In many cases, advancement involves not only a change in technical skills, but also a change in personal relationships. Frequently, advancement means moving from a co-worker relationship to a supervisory relationship, or moving out of a general pool of workers to a position involving a closer relationship with the supervisor. In either case, the behavior of the candidate for the promotion is evaluated in terms of his or her ability to successfully manage the new social relationships.

Therefore, job entry retention and advancement require proficiency in social skills, i.e., the ability to show appropriate, expected social behavior. Historically, vocational educators have done little to provide such social training to students. This project has been geared at alleviating this training deficiency. Specifically, this project has focused on identifying the personal/social skills critical to employment and then constructing an assessment instrument to measure these skills.

Until such skills are successfully identified and until they are successfully assessed, performance standards cannot be developed. Performance standards are the foundation of competency-based education. Identification of these standards, assessment of student performance against them, and development of programs to give students the desired skills are essential to competency-based training. Vocational education has made notable advances in this area in job skill training. Through structured and standardized job analysis procedures, performance standards have been identified for various occupations. Training programs can therefore be developed to equip students with skills needed to meet certain job requirements. These performance standards, however, only apply to the technical skills needed and not to social skills. Unfortunately, standards of appropriate social behavior have not been adequately identified, nor is there a means of measuring student behavior against these standards. The typical approach to screening applicants and assessing employees has been to use trait factor tests. Through testing, an attempt is made to identify whether the student has the traits believed to be associated with successful performance in specific occupations. Because of its design and use, trait testing does not yield the type of information necessary to construct social skill training programs. Taking a different approach, efforts in this project have been geared at using the Employability Inventory to derive an empirically-based model and standards of employability. The procedures used involved comparing responses of employed post-secondary vocational technical graduates with the responses of graduates unable to gain successful employment.

Contents

This volume contains reports of the findings obtained when the Employability Inventory was administered to post-secondary vocational technical school graduates and current vocational technical students. The reports include comparisons made between the responses of various groupings of the former students. Comparisons were made and are reported according to: (a) employment status; (b) training locale (rural, urban); (c) training program completed (Business, T & I and Other); (d) sex; and (e) experience (age). In addition to these comparisons, the responses of current students were compared to the responses of successfully employed former students from the same institutions and general training programs. These also are reported. In addition to these reports, the results of comparisons made between the responses of current students with those of successfully employed former students from the same institutions and general training programs are provided.

Section II Methodology

The purpose of this volume is to report the results from a research project geared at developing empirical models and standards for employability relative to the personal/social skills needed for employment acquisition and retention. To achieve this, former and current students from two Wisconsin post-secondary vocational technical institutions were administered the Employability Inventory, an instrument designed to assess the personal/social skills important for job getting and keeping. The former students included all those graduating during the 1975-76, 1976-77 academic years. The current students included all those scheduled to graduate in June 1978. The responses of both groups were used to make comparisons. On the basis of observed response differences, efforts were made to analyze the findings and report implications for education and training as well as for further research and development.

In this section, the means employed to construct and develop the Employability Inventory are discussed; the processes employed in selecting the study sample are provided; and, the procedures and methods used to gather, analyze and discuss the findings are presented.

For the purposes of this research two sets of data were crucial: 1) information gathered from former students of two vocational technical institutions in Wisconsin; and, 2) information gathered from current students at the same two vocational technical institutions. One of these institutions was rural, located in Fennimore, Wisconsin. The other was urban, located in Milwaukee. The Employability Inventory was administered to both groups. The administration to former students was done via mail follow-up. The administration to current students was done at the schools by school staff.

Employability Inventory Construction

As a prelude to constructing the Employability Inventory a thorough review of literature was conducted. This included a review of commercial and how-to guides on job finding and keeping as well as a review of scholarly research and experimental studies in the area of applied psychology. In addition, a complete search was made of nationally recognized tests and inventories on vocational readiness, vocational maturity, and personality in order to identify useful constructs related to employability. From these sources a list of several hundred variables was compiled. Project staff used a card sort method to group the variables into clusters. These clusters were used to develop a structured interview format in order to conduct surveys at the two job sites. The surveys were conducted by placement personnel with employers, teachers in vocational program areas, and former students for the purpose of: (a) discovering more information regarding employability; (b) validating the variables identified through the literature search and review; and (c) modifying or augmenting the

variables previously identified. The results from these survey interviews were interfaced with the results obtained through the literature review as a prelude to instrument construction. (For a complete discussion on the literature search and review and the surveys conducted see Employability: Review and Survey, Volume II of this project.)

The literature and research, search and review and the surveys focused on two separate but complementary sets of skills and characteristics:

- (a) skills in finding and getting jobs; and,
- (b) on-the-job skills.

The skills necessary in finding and getting jobs were further divided under:

- (a) skills related to obtaining job leads;
- (b) skills related to following up on job leads; and,
- (c) skills related to coping with employer screening procedures.

The desirable interpersonal skills related to on-the-job behaviors were collected and grouped. From these groups, staff attempted to develop a profile of the ideal successful employee. The final profile shows the ideal employee to have:

- (a) responsibility--performs tasks in a prescribed manner using proper standards of safety and care for equipment and tools;
- (b) emotional stability--responds appropriately to stress in work situations;
- (c) initiative--performs tasks beyond or at a level above normal requirements;
- (d) conscientiousness--meets performance expectations even if these require expenditure of effort or time beyond that normally expected;
- (e) interpersonal skill (co-worker)--is able to maintain harmonious relations with co-workers;
- (f) interpersonal skill (supervisors & company)--is able to maintain appropriate relationship with supervisor/s, e.g., is loyal, honest, respectful;
- (g) dependability--meets expectations regarding punctuality and attendance;
- (h) appearance and hygiene--follows appropriate dress codes and maintains standards of personal cleanliness.

Both sets of skills were then categorized according to specific abilities and objectives. These categorizations served as the basis for the construction of the Employability Inventory. For each skill or characteristic a performance objective was developed. Items were then developed to determine testee's ability to discriminate between appropriate or inappropriate behavior. Following are the objectives as well as sample test statements from which the items and exercises in the measure were developed.

Outline

I. Obtaining Job Leads

- A. Prospective employees should be able to demonstrate an ability to use a variety of sources for job leads under various job market conditions.

Sample Task

1. Given specific market conditions prospective employees are able to identify "best bets" for obtaining effective job leads. (1, 3, 4, 7, 9)

II. Following-Up on Job Leads

- A. Prospective employees should be able to demonstrate appropriate skills in the variety of procedures necessary in following-up on job leads.

A₁. Appropriate Behaviors

Sample Tasks

1. Given word of mouth information the prospective employee will be able to identify the best next step to take. (2)
2. Given a scheduled time for application the prospective employee will be able to demonstrate resourceful behavior related to timeliness and attire. (6, 10, 12, 13, 20)

A₂. Resumes and Job Letters

Sample Tasks

1. Given a list of possible ways of describing experiences important for job acquisition, prospective employees will be able to discriminate those most effective. (5, 8)
2. Given alternate recipients for letters of inquiry the prospective employee will be able to identify the most appropriate. (4)
3. Given different conclusions for a letter of inquiry, the prospective employee will be able to discriminate which is most appropriate. (11)

III. Coping with Employer Screening Procedures

- A. Prospective employees should be able to identify appropriate behaviors and skills in completing employer screening procedures.

A₁. Application Blanks

Sample Tasks

1. Given a list of possible references the prospective employee will be able to identify which combination is likely to be most effective. (14)
2. Given lists of possible ways of filling out items on application blanks the prospective employee will be able to select those most appropriate. (21, 22)

A₂. Interviewing

Sample Tasks

1. Given lists of possible behaviors within particular circumstances regarding the job interview, the prospective employee will be able to select those most appropriate. (15, 20, 23, 30, 31, 33)
2. Given lists of responses to questions, the prospective employee will be able to select the response most appropriate for the situation. (16, 17, 18, 19, 24, 26, 28, 29)

A₃. Job Tests

Sample Task

1. Given lists of "mind sets" for taking employment "tests," the prospective employee will be able to select that which should be most effective. (27, 32)

A₄. Job Acceptance

Sample Task

1. Given possible alternatives for communicating a job decision to possible employers, the prospective employee will be able to identify that most effective. (34)

I. Job Keeping

A. Responsibility

Prospective employees should be able to demonstrate work related responsibility--performs tasks in a prescribed manner using proper standards of safety and care for equipment and tools. (35, 55, 66)

B. Emotional Stability

Prospective employees should be able to demonstrate work related emotional stability--responds appropriately to stress in work situations. (35, 37, 38, 42, 51, 61)

C. Initiative

Prospective employees will be able to demonstrate work related initiative--performs tasks beyond or at a level above normal requirements. (52, 41, 53, 54, 56, 57, 59, 60, 65, 66)

D. Conscientiousness

Prospective employees should be able to demonstrate work related conscientiousness--meets performance expectations even if these require expenditure of effort or time beyond that normally expected. (36, 53, 56, 57, 59, 60, 68)

E. Interpersonal Skill--Co-Worker

Prospective employees should be able to demonstrate interpersonal skill with co-workers--is able to maintain harmonious relations with co-workers. (36, 37, 42, 43, 44, 46, 48, 62, 64, 68, 69)

F. Interpersonal Skill--Supervisors and Company

Prospective employees should be able to demonstrate interpersonal skills when dealing with management (loyal, honest, respectful)--is able to maintain appropriate relationships with supervisors. (36, 39, 41, 47, 48, 49, 54, 65, 68, 69)

G. Dependability

Prospective employees should be able to demonstrate work related dependability--meet expectation regarding punctuality and attendance. (39, 40, 58, 67)

H. Appearance & Hygiene

Prospective employees should be able to demonstrate appropriate standards of work related appearance and hygiene-- follow appropriate dress codes and maintain standards of personal cleanliness. (45, 63)

Once performance objectives for each variable were established, staff used these to construct vignettes (brief story problems). These vignettes were derived from real life problems experienced by people with whom staff were acquainted or with whom staff had worked in vocational guidance and counseling. These were compiled into an original draft. This initial draft was submitted to center professional and classified staff for preliminary content validation. Center staff were asked to determine what it was that each item was attempting to measure. They were also asked to add any alternative deemed appropriate (see Appendix). Results from this first study were used to make revisions. Next the inventory was pilot tested with a sample of current students at Madison Area Technical College (see Appendix). The results from this pilot testing were analyzed and additional revisions were made in preparation for field-testing.

The research edition of the instrument consists of 70 items. Because of the length of time needed to complete the entire instrument it was separated into two parallel forms for the field test. Staff decided that having graduates complete the entire instrument would result in too low a rate of response to achieve the purpose of the field test. In addition to separating the instrument into parallel forms, an open-ended format for each was developed. This was also sent out. The purpose for the open-ended format was to cross-validate the response options provided in the original instrument and provide a pool of possible alternatives for items not discriminating between groups.

In addition to the inventory items and detailed instructions, each form of the instrument contained a brief survey questionnaire to garner demographic data deemed important for analysis. Included were questions on age, sex, training program completed, and employment and occupational status (see Appendix).

Field Test Populations

The initial population for the field test consisted of students graduating between September 1, 1976 and August 30, 1977 from either of two post-secondary vocational technical institutions in Wisconsin. One of these, Southwest Vocational Technical Institute-Fennimore, was located in a rural setting. The other, Milwaukee Area Technical College, was located in an urban setting. Staff from the two schools furnished the project staff with a master list which contained information on the occupational programs which each graduate completed. This information was used to classify graduates according to given program areas.

The selection of the schools and the classification according to program area were done in an effort to fulfill major project objectives. A rural and an urban site were selected in order to determine if differences accrue according to locale. Graduates were classified according to program area to determine if different skill levels are demanded according to occupational area.

In addition to field testing with graduates, staff from the schools cooperated in administering the instrument to current students scheduled to complete training during Spring 1978. This was done for two purposes: 1) to contrast their responses with those of graduates successfully employed in their field of training; and, 2) to provide a data base for predictive validation studies.

Instrument Administration

Different methods were used to administer the instrument to the separate populations. Administration to graduates was done via mail by Center project staff. Administration to current students was done by school staff.

Prior to sending instruments to graduates each was classified according to program area completed. A three way classification was done--Technical and Industrial, Business and Office and Other. Technical and Industrial and Business and Office were selected because of the obvious occupational diversity. In addition, staff decided to use all other program graduates as a comparison group.

Once classification was completed, graduates were randomly assigned one of the forms of the instrument. Graduates from Technical and Industrial and Business and Office programs were either assigned Form A or B (options included--see appendix). Graduates from all other programs were assigned Form A, B, A₁ or B₁ (A₁ and B₁ were open ended).

When random assignments were completed, inventories were mailed out under cover letter with an addressed, post paid return envelope (see Appendix). Addresses used were those provided by the cooperating schools. Eighteen hundred and sixty-five of the addresses for those sent Forms A and B proved to be good. Four weeks after the first mailing, post card reminders were sent to those not responding to the first mailing. Within six weeks after the first mailing 716 or 38% of the graduates returned completed inventories. A second inventory along with a new cover letter was then sent. Within four weeks an additional 16% or 305 returned completed inventories. At this time a cut-off was made to begin coding and analysis. In total, 377 graduates of Business and Office programs received requests to complete the inventory, 228 or 60% cooperated. Eight hundred and forty-two Technical and Industrial graduates received inventories, 445 or 52% cooperated. And, 348 graduates of other programs were asked to complete Forms A or B, 348 or 54% complied. The total response rate was 1,021 of 1,865 or 54%.

In addition to the regular field test, 400 graduates who completed Form A or B were asked to retake the inventory again in order to determine test-retest reliability. These graduates were randomly selected from those who had responded prior to the third mailing. Random selection was done according to school and program area completed. Within four weeks 150 had returned completed inventories and the cut-off was made for coding and analysis.

Coding

Completed instruments were coded in two ways. Center staff coded the demographic data asked for in the questionnaire. The Wisconsin Survey Research Lab coded and key punched the inventory item responses.

Questionnaire coding was critical for the planned analyses. Each respondent was assigned an identification number. Each was then coded for urban or rural, training program completed, age, sex, employment status and job title.

All codings, except job title and employment status, were discrete and straight forward. Job titles and employment status required judgments. In coding job titles, three staff members independently assigned titles to all respondents using the 1970 Census of Population: Alphabetical Index of Industries and Occupations. Inter rater agreement was reached by all three judges on 91% of the respondents. For the remaining nine percent, two of three judges were in agreement.

In order to empirically validate the instrument, the proper coding of employment status was critical. Each student's employment status was determined by rating the fitness between the occupation for which the student had been trained and the occupation in which the student was currently employed. The employment status was determined independently by two raters. If there was a discrepancy, a third rater decided the employment category of the student. The following categories were used:

Employed Related--the graduate was currently working in the occupation and at the same level for which s/he was trained.

Employed Unrelated--the graduate was currently working in another occupation but at a comparable level for which s/he was trained.

Underemployed--the graduate was currently working at a lower level in an occupation either related or unrelated to the occupation for which s/he was trained.

Unemployed, Seeking--the graduate was currently unemployed and seeking employment either related or unrelated to the occupation for which s/he was trained.

Unemployed, Not Seeking--the graduate was currently unemployed and not seeking employment of any kind.

Other--all students that did not fit into one of the above categories.

Independent agreement was reached for all but seven respondents. In each of these seven cases the third rater was in agreement with one of the two other raters.

To determine if there were differences by experience, subjects were coded by age. Those 20 years of age and under were classified as inexperienced. Those 30 and older were judged to be experienced.

Statistical Analysis and Reporting of Results

The results of this study are reported both by numbers and percentages of subjects responding to each item on the inventory. It appeared desirable to compute percentages on the basis of the number who actually responded since it was impossible to determine in all cases the reason for failure to respond to an item. The tables include numbers and percentages of responses according to the variety of comparisons made. The following comparisons of graduates were made: among respondents by employment status, by locale of training, by training program completed, by employment status according to program completed, by sex, and by experience. In addition, comparisons were made between current students by training program with successfully employed graduates of like programs from the same school.

The chi-square test of independence was used to determine the probability of differences observed occurring due to chance. Special note is made of differences where the probability level is less than .25. The traditional .05 level was rejected for use in line with recommendations by current statisticians (Hays and Winkler, pp. 419-22) that readers should be allowed more leeway to judge relative merits and costs.

In addition to reports on the field test, the results from the reliability study are delineated. Here, test-retest reliability was determined using the Kuder-Richardson formula.

Section III

Findings

The findings reported in this section are the results from two field tests of the Employability Inventory. This inventory was designed to assess the personal/social skills and characteristics critical to employment acquisition and maintenance. These skills and characteristics were identified through an extensive review of literature and research as well as surveys conducted with employers, employees and vocational school staff responsible for job placement.

The field tests were conducted using graduates and current students from two post-secondary vocational technical institutions in Wisconsin, one urban and one rural. The purposes behind the field test with graduates were manifold. The major purpose was to attempt to empirically validate items in the inventory by testing whether or not these discriminated between groups on employment status. The assumption was made that if the characteristics and skills identified were critical and if items were well designed, then responses by the employed, unemployed and underemployed should differ.

In addition, other groupings were made for response comparisons and analyses. These groupings and subsequent comparisons and analyses were made according to:

- (a) sex;
- (b) age (experience);
- (c) program area completed; and
- (d) locale of training.

As a further check, comparisons (by employment status) were made within the "program area completed" groupings.

The current student field test was conducted to compare their responses to items with those of graduates of the same program who were successfully employed related to training. It was assumed that the most frequent responses or selections made by the employed related group were those most effective. Their responses were set up as the "norms for employability."

The findings in this section are presented in the following order:

- (1) Demographics on the graduate field tests; (2) Reliability data
- (3) Graduate results and comparisons; and (4) Current student comparisons.

The bulk of the reporting consists of the results from the graduate study. These are presented (according to form) by inventory item. First the item is presented as it appeared on the inventory. This is followed by: (a) a summary statement on response patterns for the entire field test population; (b) comparisons by employment status; (c) comparisons by employment status within occupational training groupings; (d) comparisons by training program completed; (e) comparisons by locale of training; (f) comparisons by sex; and (g) comparisons by experience (age).

The findings from the graduate field test are presented in tabular and verbal form. Tables include number and percentage distributions for the various groupings.

The verbal presentation includes results of between-group comparisons made by employing the chi-square test of independence. Where chance occurrence is less than .25, differences are reported as significant.

The findings from the current student field test are reported in composite tables. Percentages of current students selecting each response program area are paired with percentages of employed related former students selecting the same response. Verbal descriptions are not provided.

Demographic Data from Graduate Survey

In total, 191 Rural and 827 Urban graduates cooperated in the study. Of the combined total, 228 were Business and Office graduates, 445 were Technical and Industrial graduates and 348 were graduates of Other programs. Seven hundred and forty-one were judged to be employed full-time in jobs Related or Unrelated to training but consistent with their level of training. One hundred and sixty-two were judged to be Underemployed and 78 were Unemployed. Seven hundred and twelve of the respondents were Male, and 238 were Female. Two hundred and eighty-nine were 16-20 years of age, 509 were 21-29, and 223 were 30 or older.

Test-Retest Reliability

To determine stability of scores and stability of items, 400 early respondents in the graduate field test were asked to complete the same alternate form of the inventory a second time. Six weeks were allowed to elapse before they were asked to complete it again. The 400 were randomly selected from all those completing the instrument within the first month of the study. Random selection was stratified to obtain proper proportions according to locale, program area completed, and form of the instrument. When 150 had returned re-test responses, these were coded and submitted for data processing. The Kuder-Richardson (Hoyt) formula was used to determine stability of responses. A .76 coefficient of reliability was obtained on Form A, and a .77 coefficient of reliability was obtained on Form B*.

* Figures reported include two items on each instrument which by their format impact on the level of reliability obtained. One item on each asked respondents to select four alternatives from 10 possibilities. The other asked respondents to rank order four alternatives in two separate ways. Coefficients of reliability computed separately according to form for these items were .54 for Form A and .45 for Form B.

Graduate Results - Form AItem 1

There has been a downturn in the business cycle. The job market is tight. Judy has just graduated, needs money and is anxious to get any kind of a job. In beginning to locate job leads, what is the first thing Judy should do?

1. notify friends and relatives that she is looking for work.
2. register with the school's placement office.
3. check the want ads in the newspaper.
4. register with the job service.

Combined Group Results. With a downturn in the business cycle and pressed to find a job after graduation, 41 percent of the respondents selected "register with the school placement office." Twenty-four percent of the respondents selected "check the want ads in the newspaper" and an additional 24 percent indicated "register with the Job Service." Only 11 percent of the respondents chose the response "notify friends and relatives that she is looking for work."

Table I

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=497)
1	N=32 %=9	N=1 %=4	N=14 %=18	N=7 %=19	N=54 %=11
2	N=152 %=43	N=14 %=54	N=30 %=38	N=9 %=25	N=205 %=41
3	N=90 %=25	N=5 %=19	N=18 %=23	N=8 %=22	N=121 %=24
4	N=81 %=23	N=6 %=23	N=18 %=23	N=12 %=33	N=117 %=24

χ^2 with 9 d.f. = 10.37 ($p \leq .3213$)

Employment Status. When responses were compared according to employment status, no significant differences were found (see Table I).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table I).

Table II

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=172)	TOTAL (N=515)
1	N=17 %=14	N=30 %=13	N=9 %=5	N=56 %=11
2	N=53 %=45	N=81 %=36	N=79 %=46	N=213 %=41
3	N=26 %=22	N=59 %=26	N=39 %=23	N=124 %=24
4	N=23 %=19	N=54 %=24	N=45 %=26	N=122 %=24

χ^2 with 6 d.f. = 12.52 ($p \leq .0514$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0514$). With a downturn in the business cycle and pressed to find a job after graduation, 45 percent of Business in contrast to 36 percent of Technical and Industrial and 46 percent of Other respondents selected "register with the school placement office" (see Table II).

Table III

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	RURAL (N=99)	URBAN (N=416)	TOTAL (N=515)
1	N=6 %=6	N=50 %=12	N=56 %=11
2	N=42 %=42	N=171 %=41	N=213 %=41
3	N=8 %=8	N=116 %=28	N=124 %=24
4	N=43 %=43	N=79 %=19	N=122 %=24

χ^2 with 3 d.f. = 35.84 ($p \leq .0000$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0000$). With a downturn in the business cycle and pressed to find a job after graduation, 42 percent of the Rural sample and 41 percent of the Urban sample chose "register with the school placement office." An additional 43 percent of the Rural sample in contrast to 19 percent of the Urban sample selected "register with the Job Service." Finally, 28 percent of the Urban sample compared to eight percent of the Rural sample chose "check the want ads" (see Table III).

Table IV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	MALE (N=321)	FEMALE (N=194)	TOTAL (N=515)
1	N=42 %=13	N=14 %=7	N=56 %=11
2	N=118 %=37	N=95 %=49	N=213 %=41
3	N=85 %=26	N=39 %=20	N=124 %=24
4	N=76 %=24	N=46 %=24	N=122 %=24

χ^2 with 3 d.f. = 10.23 ($p \leq .0167$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0167$). With a downturn in the business cycle and pressed to find a job after graduation, 49 percent of the Female sample compared to 37 percent of the Males chose "register with the school placement office" and 26 percent of the Males in contrast to 20 percent of the Females selected "check the want ads in the newspaper" (see Table IV).

Table V

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	INEXPERIENCED (N=152)	EXPERIENCED (N=115)	TOTAL (N=267)
1	N=18 %=12	N=9 %=8	N=27 %=10
2	N=75 %=49	N=40 %=35	N=115 %=43
3	N=25 %=16	N=32 %=28	N=57 %=21
4	N=34 %=22	N=34 %=30	N=68 %=25

χ^2 with 3 d.f. = 9.57 ($p \leq .0226$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0226$). With a downturn in the business cycle and pressed to find a job after graduation, 49 percent of the Inexperienced compared to 35 percent of the Experienced respondents chose "register with the school placement office." Thirty percent of the Experienced in contrast to 22 percent of the Inexperienced selected "register with the Job Service" and 28 percent of the Experienced compared to 16 percent of the Inexperienced chose "check the want ads in the newspaper" (see Table V).

Item 2

Debbie has heard that they are hiring secretaries at Abco. She'd like to apply for a job there. What is the first thing Debbie should do to follow-up on this lead?

1. drive over there and put in her application.
2. call the personnel office to find out if and when she should come in.
3. call her friend who works there and ask her to find out about the job, i.e., when and where to apply. She should also have her friend put in a good word for her.
4. write a letter of application in which she asks for an interview. She should include her resume with the letter.

Combined Group Results. Respondents were asked to choose what an individual should do first as a means of following-up on a job lead. Forty-four percent of the respondents selected "write a letter of application in which she asks for an interview." Twenty-six percent of the respondents chose "drive over there and put in her application" and 24 percent of the respondents selected "call the personnel office and find out if and when she should come in." Only six percent of the respondents chose the alternative of contacting a friend who works in the company to ask her to find out about the job.

Table VI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	EMPLOYED RELATED (N=357)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=499)
1	N=99 %=28	N=5 %=19	N=19 %=24	N=7 %=19	N=130 %=26
2	N=86 %=24	N=5 %=19	N=20 %=25	N=8 %=22	N=119 %=24
3	N=25 %=7	N=1 %=4	N=5 %=6	N=0 %=0	N=31 %=6
4	N=147 %=41	N=15 %=58	N=36 %=45	N=21 %=58	N=219 %=44

χ^2 with 9 d.f. = 5.49 ($p \leq .7893$)

Employment Status. When responses were compared according to employment status, no significant differences were found (see Table VI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table VI).

Table VII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=225)	OTHER (N=173)	TOTAL (N=517)
1	N=20 %=17	N=75 %=33	N=38 %=22	N=133 %=26
2	N=33 %=28	N=49 %=22	N=41 %=24	N=123 %=24
3	N=6 %=5	N=19 %=8	N=8 %=5	N=33 %=6
4	N=60 %=50	N=82 %=36	N=86 %=50	N=228 %=44

χ^2 with 6 d.f. = 18.83 ($p \leq .0045$)

Training Program Completed. When responses were compared according to training program completed, significant differences were found ($p \leq .0045$). Knowing that most job openings are never advertised, 50 percent of those in Business, 50 percent of Others compared to 36 percent of Technical and Industrial graduates chose "write a letter of application asking for an interview." Thirty-three percent of the Technical and Industrial in contrast to 22 percent of the Other respondents selected "drive over there and put in her application" (see Table VII).

Table VIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	RURAL (N=99)	URBAN (N=418)	TOTAL (N=517)
1	N=10 %=10	N=123 %=29	N=133 %=26
2	N=22 %=22	N=101 %=24	N=123 %=24
3	N=2 %=2	N=31 %=7	N=33 %=6
4	N=65 %=66	N=163 %=39	N=228 %=44

χ^2 with 3 d.f. = 28.30 ($p \leq .0000$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0000$). Having heard of a job opening, 66 percent of the Rural sample compared to 39 percent of the Urban sample selected "write a letter of application . . ." and 29 percent of the Urban graduates compared to ten percent of the Rural graduates indicated "drive over there and put in her application" (see Table VIII).

Table IX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	MALE (N=320)	FEMALE (N=197)	TOTAL (N=517)
1	N=100 %=31	N=33 %=17	N=133 %=26
2	N=69 %=21	N=54 %=27	N=123 %=24
3	N=28 %=9	N=5 %=3	N=33 %=6
4	N=123 %=38	N=105 %=53	N=228 %=44

χ^2 with 3 d.f. = 25.20 ($p \leq .0000$)

Sex. When responses were compared according to sex, significant differences were found ($p \leq .0000$). Having heard of a job opening, 53 percent of the Females compared to 38 percent of the Males selected "write a letter of application. . ." Thirty-one percent of the Males in contrast to 17 percent of the Females chose "drive over there and put in an application" (see Table IX).

Table X

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=30 Z=19	N=35 Z=30	N=65 Z=24
2	N=39 Z=25	N=23 Z=20	N=62 Z=23
3	N=5 Z=3	N=3 Z=3	N=8 Z=3
4	N=80 Z=52	N=54 Z=47	N=134 Z=50

χ^2 with 3 d.f. = 3.66 ($p \leq .3001$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table X).

Item 3

Jim knows that most job openings are never advertised. In his line of work there are no openings listed in the classified ads of the newspaper, and the local job service office has no knowledge of openings either. What should Jim do?

1. put an ad in the "situations wanted" column of the newspaper.
2. list himself with a private employment agency.
3. personally call on employers in the area.
4. send out letters of inquiry to employers.

Combined Group Results. Knowing that most job openings are never advertised and having had no leads, 45 percent of the respondents chose "send out letters of inquiry to employers" for a best course of action. Forty-one percent of the respondents selected "personally call on employers in the area," ten percent chose "list himself with a private employment agency" and only five percent of the respondents selected "put an ad in the 'situations wanted' column of the newspaper."

Table XI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	EMPLOYED RELATED (N=357)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=500)
1	N=14 %=4	N=4 %=15	N=5 %=6	N=1 %=3	N=24 %=5
2	N=31 %=9	N=3 %=12	N=9 %=11	N=5 %=14	N=48 %=10
3	N=151 %=42	N=7 %=27	N=36 %=44	N=14 %=39	N=208 %=42
4	N=161 %=45	N=12 %=46	N=31 %=38	N=16 %=44	N=220 %=44

χ^2 with 9 d.f. = 6.91 ($p \leq .6462$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table XI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table XI).

Table XII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=225)	OTHER (N=174)	TOTAL (N=518)
1	N=3 %=3	N=10 %=4	N=12 %=7	N=25 %=5
2	N=17 %=14	N=20 %=9	N=13 %=7	N=50 %=10
3	N=39 %=33	N=103 %=46	N=70 %=40	N=212 %=41
4	N=60 %=50	N=92 %=41	N=79 %=45	N=231 %=45

χ^2 with 6 d.f. = 11.43 ($p \leq .0758$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0758$). Fifty percent of the Business respondents and 45 percent of the Other respondents in contrast to 41 percent of the Technical and Industrial respondents selected "send out letters of inquiry to employers." Forty-six percent of the Technical and Industrial respondents in comparison to 40 percent of the Other respondents and 33 percent of the Business respondents chose "personally call on employers in the area" (see Table XII).

Table XIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	RURAL (N=100)	URBAN (N=418)	TOTAL (N=518)
1	N=4 %=4	N=21 %=5	N=25 %=5
2	N=11 %=11	N=39 %=9	N=50 %=10
3	N=24 %=24	N=188 %=45	N=212 %=41
4	N=61 %=61	N=170 %=41	N=231 %=45

χ^2 with 3 d.f. = 15.32 ($p \leq .0016$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0016$). Sixty-one percent of the Rural compared to 41 percent of the Urban indicated "send out letters of inquiry to employers." Forty-five percent of the Urban graduates in contrast to 24 percent of the Rural graduates selected "personally call on employers in the area" (see Table XIII).

Table XIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	MALE (N=321)	FEMALE (N=197)	TOTAL (N=518)
1	N=14 %=4	N=11 %=6	N=25 %=5
2	N=36 %=11	N=14 %=7	N=50 %=10
3	N=139 %=43	N=73 %=37	N=212 %=41
4	N=132 %=41	N=99 %=50	N=231 %=45

χ^2 with 3 d.f. = 5.96 ($p \leq .1136$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1136$). Forty-one percent of the Males compared to 50 percent of the Females selected "send out letters of inquiry to employers." Forty-three percent of the Males compared to 37 percent of the Females chose "personally call on employers in the area" (see Table XIV).

Table XV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=10 %6	N=6 %5	N=16 %6
2	N=9 %6	N=15 %13	N=24 %9
3	N=64 %42	N=47 %41	N=111 %41
4	N=71 %46	N=47 %41	N=118 %44

χ^2 with 3 d.f. = 4.42 ($p \leq .2192$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .2192$). Forty-six percent of the Inexperienced compared to 41 percent of the Experienced indicated that Jim should "send out letters of inquiry to employers." Thirteen percent of the Experienced selected that Jim should "list himself with a private employment agency." Only six percent of the Inexperienced chose this response (see Table XV).

Item 4

Matt is interested in locating an accountant trainee position at finance companies in the greater Metropolitan area where he lives. He has written letters of inquiry and is preparing to mail them. He is trying to decide whom he should mail the letters. To what person in the companies should he mail them?

1. look up the names of the presidents of the companies and send the letters to them personally.
2. get the names of the personnel directors and send the letters to them personally.
3. get the names of the directors of the accounting departments and mail the letters to them personally.
4. send the letters in care of the company. The person who routes company mail will send it to the appropriate person.

Combined Group Results. In attempting to locate a trainee position by writing a letter of inquiry, 61 percent of the respondents selected that an individual should "get the names of the personnel directors and send the letters to them personally." Nineteen percent of the respondents chose "get the names of the directors of the accounting departments and mail the letters to them personally" and, an additional 19 percent of the respondents selected "send the letters in care of the company..." Only two percent of the respondents chose the alternative "look up the names of the Presidents of the companies and send the letters to them personally."

Table XVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	EMPLOYED RELATED (N=357)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=499)
1	N=5 %=1	N=0 %=0	N=1 %=1	N=0 %=0	N=6 %=1
2	N=229 %=64	N=16 %=62	N=42 %=53	N=18 %=50	N=305 %=61
3	N=62 %=17	N=3 %=12	N=20 %=25	N=7 %=19	N=92 %=18
4	N=61 %=18	N=7 %=27	N=17 %=21	N=11 %=31	N=96 %=19

χ^2 with 9 d.f. = 7.06 ($p \leq .6308$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table XVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table XVI).

Table XVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=174)	TOTAL (N=517)
1	N=2 %=2	N=2 %=.89	N=4 %=2	N=8 %=2
2	N=75 %=63	N=127 %=57	N=112 %=64	N=314 %=61
3	N=30 %=25	N=40 %=18	N=26 %=15	N=96 %=19
4	N=12 %=10	N=55 %=25	N=32 %=18	N=99 %=19

χ^2 with 6 d.f. = 12.80 ($p \leq .0464$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0464$). In trying to decide to whom he should mail the letters, 64 percent of the Other and 63 percent of the Business compared to 57 percent of the Technical and Industrial graduates indicated that Matt should "get the names of the personnel directors and send the letters to them personally." Twenty-five percent of the Technical and Industrial, 18 percent of the Other but only ten percent of the Business respondents chose "send the letters in care of the company..." (see Table XVII).

Table XVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	RURAL (N=100)	URBAN (N=417)	TOTAL (N=517)
1	N=1 %=1	N=7 %=2	N=8 %=2
2	N=61 %=61	N=253 %=61	N=314 %=61
3	N=15 %=15	N=81 %=19	N=96 %=19
4	N=23 %=23	N=76 %=18	N=99 %=19

χ^2 with 3 d.f. = 1.36 ($p \leq .7155$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table XVIII).

Table XIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	MALE (N=320)	FEMALE (N=197)	TOTAL (N=517)
1	N=6 %=2	N=2 %=1	N=8 %=2
2	N=185 %=58	N=129 %=65	N=314 %=61
3	N=58 %=18	N=38 %=19	N=96 %=19
4	N=71 %=22	N=28 %=14	N=99 %=19

χ^2 with 3 d.f. = 4.90 ($p \leq .1794$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1794$). In trying to decide to whom to mail the letters, 58 percent of the Males compared to 65 percent of the Females indicated that Matt should "get the names of the personnel directors and send the letters to them personally." Twenty-two percent of the Males in contrast with 14 percent of the Females selected "send the letters in care of the company..." (see Table XIX).

Table XX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=2 %=1	N=3 %=3	N=5 %=2
2	N=88 %=57	N=78 %=68	N=166 %=62
3	N=34 %=22	N=17 %=15	N=51 %=19
4	N=30 %=19	N=17 %=15	N=47 %=17

χ^2 with 3 d.f. = 3.23 ($p \leq .3581$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table XX).

Item 5

Doug left his last job because he found it boring and unchallenging. He is now writing a resume in an effort to obtain new employment. The guide that he is following states that he should list each job, what he did on the job and why he left. In writing his resume, how should Doug state his reason for leaving?

1. "the work was repetitive and dull."
2. "to seek a more challenging position."
3. "the job lacked challenge."
4. "I felt I was wasting my talents."

Combined Group Results. In the situation where the individual left a job because it was boring and unchallenging, 91 percent of the respondents chose that he should state on his resume that he left his job "to seek a more challenging position." Five percent of the respondents chose that he should list "I felt I was wasting my talents," and, four percent chose "the job lacked challenge."

Table XXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	EMPLOYED RELATED (N=357)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=500)
1	N=0 %=0	N=0 %=0	N=1 %=1	N=0 %=0	N=1 %=.2
2	N=334 %=94	N=22 %=85	N=70 %=86	N=31 %=86	N=457 %=91
3	N=12 %=3	N=2 %=8	N=3 %=4	N=1 %=3	N=18 %=4
4	N=11 %=3	N=2 %=8	N=7 %=9	N=4 %=11	N=24 %=5

χ^2 with 9 d.f. = 7.05 ($p \leq .6319$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table XXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table XXI).

Table XXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=225)	OTHER (N=174)	TOTAL (N=518)
1	N=0 %=0	N=1 %=.44	N=0 %=0	N=1 %=.19
2	N=115 %=97	N=198 %=88	N=161 %=93	N=474 %=92
3	N=1 %=.84	N=10 %=4	N=8 %=5	N=19 %=4
4	N=3 %=3	N=16 %=7	N=5 %=3	N=24 %=5

χ^2 with 6 d.f. = 6.86 ($p \leq .3341$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table XXII).

Table XXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	RURAL (N=100)	URBAN (N=418)	TOTAL (N=518)
1	N=0 %=0	N=1 %=.24	N=1 %=.19
2	N=93 %=93	N=381 %=91	N=474 %=92
3	N=4 %=4	N=15 %=4	N=19 %=4
4	N=3 %=3	N=21 %=5	N=24 %=5

χ^2 with 3 d.f. = .36 ($p \leq .9490$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table XXIII).

Table XXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	MALE (N=321)	FEMALE (N=197)	TOTAL (N=518)
1	N=1 %=.31	N=0 %=0	N=1 %=.19
2	N=288 %=90	N=186 %=94	N=474 %=92
3	N=11 %=3	N=8 %=4	N=19 %=4
4	N=21 %=7	N=3 %=2	N=24 %=5

χ^2 with 3 d.f. = 5.86 ($p \leq .1186$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1186$). Ninety-four percent of the Females compared to 90 percent of the Males chose "to seek a more challenging position." Seven percent of the Males in contrast to only two percent of the Females selected "I felt I was wasting my talents" (see Table XXIV).

Table XXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=0 %=0	N=0 %=0	N=0 %=0
2	N=142 %=92	N=104 %=90	N=246 %=91
3	N=7 %=5	N=5 %=4	N=12 %=4
4	N=5 %=3	N=6 %=5	N=11 %=4

χ^2 with 2 d.f. = .24 ($p \leq .8853$)

72

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table XXV).

Item 6

Mike's about to leave for a job interview. His car won't start. He calls several people and finds a neighbor who will take him to the interview. He realizes that he will probably be 10 to 15 minutes late. What should Mike do?

1. take the time to call the interviewer and explain why he will be late.
2. hurry and pretend he was given the wrong time.
3. hurry over there and explain in person rather than waste any more time.
4. call and say that he has been unavoidably detained and ask for another interview at a later time.

Combined Group Results. Given a situation where an individual will probably be late for a job interview, 79 percent of the respondents selected that the individual should "take the time to call the interviewer and explain why he will be late." Sixteen percent chose that he should "call and say he has been unavoidably detained and ask for another interview." Only four percent of the respondents selected "hurry to the interview and explain in person..."

Table XXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	EMPLOYED RELATED (N=357)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=500)
1	N=280 %=78	N=21 %=81	N=68 %=84	N=24 %=67	N=393 %=79
2	N=1 %=.3	N=0 %=0	N=1 %=1	N=0 %=0	N=2 %=.4
3	N=19 %=5	N=0 %=0	N=1 %=1	N=1 %=3	N=21 %=4
4	N=57 %=16	N=5 %=19	N=11 %=14	N=11 %=31	N=84 %=17

χ^2 with 9 d.f. = 6.75 ($p \leq .6631$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table XXVI).

Employment Status & Voc-Tech Training. In the three-way analysis (Voc-Tech training/Employment status) significant differences ($p \leq .1536$) were found for the Unemployed in the combined "Other" category. While 83 percent of the Employed Other and 89 percent of the Underemployed Other chose "take the time to call the interviewer and explain why he will be late," only 57 percent of the Unemployed Other did so. An additional 43 percent of the Unemployed Other chose that the individual should "call and say that he has been unavoidably detained and ask for another interview at a later time" (see Table XXVI).

Table XXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=225)	OTHER (N=174)	TOTAL (N=518)
1	N=95 %=80	N=172 %=76	N=143 %=82	N=410 %=79
2	N=1 %=.84	N=1 %=.44	N=0 %=0	N=0 %=.39
3	N=2 %=2	N=14 %=6	N=6 %=3	N=22 %=4
4	N=21 %=18	N=38 %=17	N=25 %=14	N=84 %=16

χ^2 with 6 d.f. = 3.78 ($p \leq .7064$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table XXVII).

Table XXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	RURAL (N=100)	URBAN (N=418)	TOTAL (N=518)
1	N=71 %=71	N=339 %=81	N=410 %=79
2	N=2 %=2	N=0 %=0	N=2 %=.39
3	N=2 %=2	N=20 %=5	N=22 %=4
4	N=25 %=25	N=59 %=14	N=84 %=16

χ^2 with 3 d.f. = 11.03 ($p \leq .0115$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0115$). Eighty-one percent of the Urban graduates compared to 71 percent of the Rural graduates selected "take the time to call the interviewer and explain why he will be late" (see Table XXVIII).

Table XXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	MALE (N=321)	FEMALE (N=197)	TOTAL (N=518)
1	N=255 %=79	N=155 %=79	N=410 %=79
2	N=1 %=.31	N=1 %=.51	N=2 %=.39
3	N=19 %=6	N=3 %=2	N=22 %=4
4	N=46 %=14	N=38 %=19	N=84 %=16

χ^2 with 3 d.f. = 6.13 ($p \leq .1055$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1055$). Six percent of the Males compared to only two percent of the Females indicated that Mike should "hurry over there..." Nineteen percent of the Females in contrast to 14 percent of the Males selected that Mike should "call and say...and ask for another interview at a later time" (see Table XXIX).

Table XXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=120 %=78	N=96 %=83	N=216 %=80
2	N=0 %=0	N=0 %=0	N=0 %=0
3	N=4 %=3	N=2 %=2	N=6 %=2
4	N=30 %=19	N=17 %=15	N=47 %=17

χ^2 with 2 d.f. = .78 ($p \leq .6784$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table XXX).

Item 7

Jane is young, petite, and attractive. She is applying for a machinist's job. For all she knows, if she gets hired, she may be the first female machinist in the company's employ. How should she dress for the interview?

1. dress femininely in a skirt and blouse.
2. dress in bulky padded clothes to try to camouflage her femininity.
3. dress femininely in slacks and a sweater.
4. wear clean jeans and a sweat shirt with no make-up.
5. dress sexy.

Combined Group Results. Fifty-six percent of the respondents selected that a young lady applying for a machinist's job should "dress femininely in slacks and a sweater." Twenty-nine percent selected "dress femininely in a skirt and a blouse" and 13 percent chose "wear clean jeans and a sweat-shirt with no makeup."

Table XXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	EMPLOYED RELATED (N=353)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=496)
1	N=94 %=27	N=12 %=46	N=27 %=33	N=13 %=36	N=146 %=29
2	N=2 %=.57	N=0 %=0	N=2 %=2	N=0 %=0	N=4 %=.81
3	N=213 %=60	N=10 %=38	N=41 %=51	N=17 %=47	N=281 %=57
4	N=43 %=12	N=4 %=15	N=10 %=12	N=6 %=17	N=63 %=13
5	N=1 %=.28	N=0 %=0	N=1 %=1	N=0 %=0	N=2 %=.40

χ^2 with 12 d.f. = 7.72 ($p \leq .8064$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table XXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table XXXI).

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=222)	OTHER (N=173)	TOTAL (N=514)
1	N=33 %=28	N=60 %=27	N=58 %=34	N=151 %=29
2	N=0 %=0	N=2 %=.90	N=2 %=1	N=4 %=.78
3	N=72 %=61	N=119 %=54	N=98 %=57	N=289 %=56
4	N=14 %=12	N=40 %=18	N=14 %=8	N=68 %=13
5	N=0 %=0	N=1 %=.45	N=1 %=.58	N=2 %=.39

χ^2 with 8 d.f. = 8.70 ($p \leq .3681$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table XXXII).

Table XXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	RURAL (N=100)	URBAN (N=414)	TOTAL (N=514)
1	N=24 %=24	N=127 %=31	N=151 %=29
2	N=0 %=0	N=4 %=.97	N=4 %=.78
3	N=66 %=66	N=223 %=54	N=289 %=56
4	N=10 %=10	N=58 %=14	N=68 %=13
5	N=0 %=0	N=2 %=.48	N=2 %=.39

χ^2 with 4 d.f. = 3.73 ($p \leq .4442$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table XXXIII).

Table XXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	MALE (N=318)	FEMALE (N=196)	TOTAL (N=514)
1	N=90 %=28	N=61 %=31	N=151 %=29
2	N=2 %=.63	N=2 %=1	N=4 %=.78
3	N=172 %=54	N=117 %=60	N=289 %=56
4	N=52 %=16	N=16 %=8	N=68 %=13

χ^2 with 4 d.f. = 6.51 ($p \leq .1641$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1641$). Knowing that Jane was interviewing for a machinist's position, 60 percent of the Females compared to 54 percent of the Males indicated that Jane should "dress femininely in slacks and a sweater." Sixteen percent of the Males in contrast to eight percent of the Females chose that Jane should "dress sexy" (see Table XXXIV).

Table XXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=42 %=27	N=34 %=30	N=76 %=28
2	N=3 %=2	N=1 %=.87	N=4 %=1
3	N=88 %=57	N=64 %=56	N=152 %=57
4	N=20 %=13	N=16 %=14	N=36 %=13
5	N=0 %=0	N=0 %=0	N=0 %=0

χ^2 with 3 d.f. = .10 ($p \leq .9913$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table XXXV).

Item 8

Mary is currently employed. She is filling out an application blank for a new job. The blank asks the applicant to list all previous jobs and the reason for leaving. Mary was fired from a job she held 2 years ago. She had a personality conflict with her boss. What should Mary write as a reason for leaving that job?

1. not list the job.
2. list the job and write "terminated."
3. list the job and write "laid off."
4. list the job and write "administrative reorganization."
5. list the job but don't list anything under reason for leaving.

Combined Group Results. Having been fired from a previous job and asked to list the reason for leaving on an application for a new job, 47 percent of the respondents selected that the individual described should "list the job and write 'terminated.'" Twenty-three percent of the respondents chose that the individual should "list the job but not list anything under the reason for leaving." Seventeen percent selected "not list the job" and nine percent chose "list the job and write 'administrative reorganization.'"

Table XXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	EMPLOYED RELATED (N=351)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=493)
1	N=61 %=17	N=6 %=23	N=14 %=18	N=4 %=11	N=85 %=17
2	N=163 %=46	N=12 %=46	N=37 %=46	N=23 %=64	N=235 %=48
3	N=11 %=3	N=0 %=0	N=3 %=4	N=1 %=3	N=15 %=3
4	N=35 %=10	N=3 %=12	N=7 %=9	N=2 %=6	N=47 %=10
5	N=81 %=23	N=5 %=19	N=19 %=24	N=6 %=17	N=111 %=23

χ^2 with 12 d.f. = 3.24 ($p \leq .9936$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table XXXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table XXXVI).

Table XXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	BUSINESS (N=118)	TECHNICAL & INDUSTRIAL (N=223)	OTHER (N=170)	TOTAL (N=511)
1	N=20 %=17	N=39 %=17	N=29 %=17	N=88 %=17
2	N=55 %=47	N=106 %=47	N=81 %=48	N=242 %=47
3	N=3 %=3	N=8 %=4	N=4 %=2	N=15 %=3
4	N=11 %=9	N=16 %=7	N=22 %=13	N=49 %=9
5	N=29 %=25	N=54 %=24	N=34 %=20	N=117 %=23

χ^2 with 8 d.f. = 3.66 ($p \leq .8861$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table XXXVII).

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	RURAL (N=98)	URBAN (N=413)	TOTAL (N=511)
1	N=9 %=9	N=79 %=19	N=88 %=17
2	N=48 %=49	N=194 %=47	N=242 %=47
3	N=6 %=6	N=9 %=2	N=15 %=3
4	N=20 %=20	N=29 %=7	N=49 %=10
5	N=15 %=15	N=102 %=25	N=117 %=23

χ^2 with 4 d.f. = 23.07 ($p \leq .0001$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0001$). In choosing a reason to give for leaving a previous job when fired, 20 percent of the Rural compared to seven percent of the Urban respondents indicated that she should "list the job and write 'administrative reorganization.'" Twenty-five percent of the Urban compared to 15 percent of the Rural graduates indicated that she should "list the job but not list anything under reason for leaving." Nineteen percent of the Urban in contrast to nine percent of the Rural selected "not list the job" (see Table XXXVIII).

Table XXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	MALE (N=319)	FEMALE (N=192)	TOTAL (N=511)
1	N=53 %=16	N=35 %=18	N=88 %=17
2	N=140 %=44	N=102 %=53	N=242 %=47
3	N=12 %=4	N=3 %=2	N=15 %=3
4	N=34 %=11	N=15 %=8	N=49 %=10
5	N=80 %=25	N=37 %=19	N=117 %=23

χ^2 with 4 d.f. = 7.09 ($p \leq .1310$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1310$). When considering what Mary should cite as her reason for leaving the job, 53 percent of the Females compared to 44 percent of the Males indicated "list the job and write 'terminated.'" Twenty-five percent of the Males in comparison to 19 percent of the Females selected "list the job but don't list anything under reason for leaving" (see Table XXXIX).

Table XL

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	INEXPERIENCED (N=152)	EXPERIENCED (N=113)	TOTAL (N=265)
1	N=27 %=18	N=7 %=6	N=34 %=13
2	N=71 %=47	N=65 %=58	N=136 %=51
3	N=3 %=2	N=3 %=3	N=6 %=2
4	N=22 %=14	N=8 %=7	N=30 %=11
5	N=29 %=19	N=30 %=27	N=59 %=22

χ^2 with 4 d.f. = 10.98 ($p \leq .0268$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0268$). Fifty-eight percent of the Experienced compared to 47 percent of the Inexperienced selected "list the job and write 'terminated.'" Twenty-seven percent of the Experienced compared to 19 percent of the Inexperienced chose "list the job but don't list anything under reason for leaving." Fourteen percent of the Inexperienced but only seven percent of the Experienced chose "list the job and write 'administrative reorganization'" (see Table XL).

Item 9

Jill is applying for a job as a management trainee for the Ace Company. She learned about the job through the classified ads in the local newspaper. No mention was made of salary. In filling out the job application blank she is asked, "What salary do you expect?" How should Jill fill in this blank?

1. write "contingent upon duties and responsibilities."
2. write "500 per month," because this is the least amount she will accept.
3. write "the going rate."
4. put in a dash or leave it blank.

Combined Group Results. On a job application, as an appropriate response to the question, "What salary do you expect,?" 63 percent of the respondents chose "contingent upon duties and responsibilities," 20 percent selected "putting in a dash or leaving it blank," nine percent chose "the least amount acceptable," and eight percent selected "the going rate."

Table XLI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=497)
1	N=233 %=66	N=12 %=46	N=48 %=60	N=22 %=61	N=315 %=63
2	N=26 %=7	N=6 %=23	N=7 %=9	N=5 %=14	N=44 %=9
3	N=23 %=6	N=2 %=8	N=8 %=10	N=7 %=19	N=40 %=8
4	N=73 %=21	N=6 %=23	N=17 %=21	N=2 %=6	N=98 %=20

χ^2 with 9 d.f. = 15.75 ($p \leq .0722$)

Employment Status. When responses were compared according to employment status, significant differences were obtained ($p \leq .0722$). Sixty-six percent of the Employed Related, 46 percent of the Employed Unrelated, 60 percent of the Underemployed and 61 percent of the Unemployed indicated "contingent upon duties and responsibilities." Twenty-one percent of the Employed Related, 23 percent of the Employed Unrelated, 21 percent of the Underemployed but, only six percent of the Unemployed selected "putting in a dash or leaving it blank." Nineteen percent of the Unemployed compared to ten percent or less for any other group chose "the going rate" (see Table XLI).

Employment Status & Voc-Tech Training. In the three-way analysis (Voc-Tech training/Employment status) significant differences ($p \leq .1682$) were also found. Sixty-seven percent of the Employed Other, 59 percent of the Underemployed Other and only 50 percent of the Unemployed Other selected "contingent upon duties and responsibilities" as appropriate. Thirty percent of the Underemployed Other selected "to leave it blank" and 36 percent of the Unemployed Other chose "the going rate" as the proper response (see Table XLI).

Table XLII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=172)	TOTAL (N=515)
1	N=70 %=59	N=145 %=65	N=114 %=66	N=329 %=64
2	N=10 %=8	N=20 %=9	N=14 %=8	N=44 %=9
3	N=9 %=8	N=15 %=7	N=16 %=9	N=40 %=8
4	N=30 %=25	N=44 %=20	N=28 %=16	N=102 %=20

χ^2 with 6 d.f. = 4.43 ($p \leq .6190$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table XLII).

Table XLIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	RURAL (N=100)	URBAN (N=415)	TOTAL (N=515)
1	N=58 %=58	N=271 %=65	N=329 %=64
2	N=5 %=5	N=39 %=9	N=44 %=9
3	N=21 %=21	N=19 %=6	N=40 %=8
4	N=16 %=16	N=86 %=21	N=102 %=20

χ^2 with 3 d.f. = 31.38 ($p \leq .0000$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0000$). In determining how Jill should fill in the blanks, 65 percent of the Urban compared to 58 percent of the Rural chose "write contingent upon duties and responsibilities." Twenty-one percent of the Rural in contrast to six percent of the Urban selected "the going rate" (see Table XLIII).

Table XLIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	MALE (N=319)	FEMALE (N=196)	TOTAL (N=515)
1	N=202 %=63	N=127 %=65	N=329 %=63
2	N=26 %=8	N=18 %=9	N=44 %=9
3	N=24 %=8	N=16 %=8	N=40 %=8
4	N=67 %=21	N=35 %=18	N=102 %=20

χ^2 with 3 d.f. = .86 ($p \leq .8342$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table XLIV).

Table XLV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=95 %=62	N=81 %=70	N=176 %=66
2	N=12 %=8	N=11 %=10	N=23 %=9
3	N=17 %=11	N=3 %=3	N=20 %=7
4	N=29 %=19	N=20 %=17	N=49 %=18

χ^2 with 3 d.f. = 7.37 ($p \leq .0610$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table XLV).

Item 10

Erik is interviewing for a job at Ace Company. Erik has found out that they always call previous employers to find out about prior work records. Erik was once fired from a company for being late to work too often. However, he has a good record at his present place of employment. What should Erik do or say?

1. not bring it up during the interview and hope that his improved record at his last place of employment will compensate for it.
2. bring it up right away by saying, "I'm aware that you contact previous employers. I was fired from the job I held before I worked for Baker Company, but you'll find out from Baker Company that I learned my lesson."
3. state the same thing as in 2 but do it in the middle of the interview.
4. state the same thing as in 2 but wait until the end of the interview.

Combined Group Results. Having a good record at the current job but having been fired from a previous one for tardiness, respondents were mixed as to how an individual should handle the problem in an interview for a new job. Twenty-seven percent of the respondents chose that the individual should "not bring it...", 25 percent of the respondents selected that he should "bring it up right away...", 25 percent chose "bring it up at the end of the interview" and, 22 percent selected "bring it up in the middle of the interview."

Table XLVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	EMPLOYED RELATED (N=354)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=496)
1	N=90 %=25	N=7 %=27	N=22 %=28	N=15 %=42	N=134 %=27
2	N=87 %=25	N=6 %=23	N=26 %=33	N=9 %=25	N=128 %=26
3	N=82 %=23	N=8 %=31	N=14 %=18	N=7 %=19	N=111 %=23
4	N=95 %=27	N=5 %=19	N=18 %=23	N=5 %=14	N=123 %=25

χ^2 with 9 d.f. = 9.60 ($p \leq .3838$) 87

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table XLVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table XLVI).

Table XLVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=171)	TOTAL (N=514)
1	N=29 %=24	N=62 %=28	N=51 %=30	N=142 %=28
2	N=30 %=25	N=62 %=28	N=39 %=23	N=131 %=25
3	N=31 %=26	N=48 %=21	N=34 %=20	N=113 %=22
4	N=29 %=24	N=52 %=23	N=47 %=27	N=128 %=25

χ^2 with 6 d.f. = 3.66 ($p \leq .7224$)

Training Program Completed. When responses were compared according to program completed, no significant differences were obtained (see Table XLVII).

Table XLVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	RURAL (N=99)	URBAN (N=415)	TOTAL (N=514)
1	N=25 %=25	N=117 %=28	N=142 %=28
2	N=32 %=32	N=99 %=24	N=131 %=25
3	N=22 %=22	N=91 %=22	N=113 %=22
4	N=20 %=20	N=108 %=26	N=128 %=25

χ^2 with 3 d.f. = 3.59 ($p \leq .3093$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table XLVIII).

Table XLIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	MALE (N=319)	FEMALE (N=195)	TOTAL (N=514)
1	N=91 %=29	N=51 %=26	N=142 %=28
2	N=81 %=25	N=50 %=26	N=131 %=25
3	N=68 %=21	N=45 %=23	N=113 %=22
4	N=79 %=25	N=49 %=25	N=128 %=25

χ^2 with 3 d.f. = .43 ($p \leq .9347$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table XLIX).

Table L

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	INEXPERIENCED (N=152)	EXPERIENCED (N=114)	TOTAL (N=266)
1	N=46 %=24	N=33 %=29	N=69 %=26
2	N=43 %=28	N=35 %=31	N=78 %=29
3	N=34 %=22	N=22 %=19	N=56 %=21
4	N=39 %=26	N=24 %=21	N=63 %=24

χ^2 with 3 d.f. = 1.70 ($p \leq .6370$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table L).

Item 11

Julie is interviewing for a job as a beginning real estate agent. The interviewer begins by saying to her, "Tell me about yourself." How should Julie begin? What should she talk about?

1. ask, "What would you like to know?"
2. begin by saying, "I've always been interested in architecture, housing and business. Way back when I was a little kid I . . ."
3. begin with, "My name is Julie Adams, I live in this city, I'm 20 years old . . ."
4. begin by saying, "I was born and raised in this area. So were my parents. Almost all of my relatives live here . . ."

Combined Group Results. In a situation where a woman is interviewing for a new job and is asked, "Tell me about yourself," 51 percent of the respondents chose that she should begin with "My name is Julie Adams. I live in the city. I'm 20 years old," 23 percent selected "What would you like to know?" as a proper response and 19 percent chose that she should begin by saying "I've always been interested in architecture, housing and business since I was a little kid, etc.," and five percent of the respondents indicated that she should begin by saying "I was born and raised in this area, so were my parents, almost all my relatives live here."

Table LI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	EMPLOYED RELATED (N=354)	EMPLOYED UNRELATED (N=25)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=496)
1	N=74 %=21	N=6 %=24	N=27 %=33	N=8 %=22	N=115 %=23
2	N=66 %=19	N=5 %=20	N=18 %=22	N=8 %=22	N=97 %=20
3	N=194 %=55	N=10 %=40	N=24 %=42	N=18 %=50	N=256 %=52
4	N=20 %=6	N=4 %=16	N=2 %=2	N=2 %=6	N=28 %=6

χ^2 with 9 d.f. = 10.58 ($p \leq .3058$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table LI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table LI).

Table LII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=222)	OTHER (N=173)	TOTAL (N=514)
1	N=23 %=19	N=54 %=24	N=43 %=25	N=120 %=23
2	N=29 %=24	N=48 %=22	N=23 %=13	N=100 %=19
3	N=58 %=49	N=109 %=49	N=99 %=57	N=266 %=52
4	N=9 %=8	N=11 %=5	N=8 %=5	N=28 %=5

χ^2 with 6 d.f. = 9.27 ($p \leq .1587$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .1587$). In choosing the best way for Julie to begin, 57 percent of the Others compared to 49 percent of the Business and 49 percent of the Technical and Industrial respondents chose that Julie should begin with "My name is Julie Adams. I live in the city. I am 20 years old." Twenty-four percent of the Technical and Industrial and 25 percent of the Others compared to 19 percent of the Business respondents indicated she should ask, "What would you like to know?" Twenty-four percent of the Business and 22 percent of the Technical and Industrial compared to only 13 percent of the Others chose that she should begin by saying "I've always been interested in architecture, housing and business. Way back when I was a little kid I . . ." (see Table LII).

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	RURAL (N=100)	URBAN (N=414)	TOTAL (N=514)
1	N=23 %=23	N=97 %=23	N=120 %=23
2	N=11 %=11	N=89 %=22	N=100 %=19
3	N=64 %=64	N=202 %=49	N=266 %=52
4	N=2 %=2	N=26 %=6	N=28 %=5

χ^2 with 3 d.f. = 10.88 ($p \leq .0124$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0124$). In choosing the response about how Julie should begin, 64 percent of the Rural in contrast to 49 percent of the Urban indicated that Julie should begin with "My name is Julie Adams . . ." Twenty-two percent of the Urban but only 11 percent of the Rural respondents chose that she should begin by saying, "I've always been interested in architecture, housing and business. Way back when I was a little kid I . . .," and six percent of the Urban compared to only two percent of the Rural chose "I was born and raised . . ." (see Table LIII).

Table LIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	MALE (N=318)	FEMALE (N=196)	TOTAL (N=514)
1	N=75 %=24	N=45 %=23	N=120 %=23
2	N=65 %=21	N=35 %=18	N=100 %=19
3	N=158 %=50	N=108 %=55	N=266 %=52
4	N=20 %=6	N=8 %=4	N=28 %=5

χ^2 with 3 d.f. = 2.21 ($p \leq .5303$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table LIV).

Table LV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=36 %=24	N=29 %=25	N=65 %=24
2	N=27 %=18	N=19 %=17	N=46 %=17
3	N=85 %=56	N=55 %=48	N=140 %=52
4	N=5 %=3	N=12 %=10	N=17 %=6

χ^2 with 3 d.f. = 6.19 ($p \leq .1026$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .1026$). In choosing a response as to how Julie should begin, 56 percent of the Inexperienced compared to 48 percent of the Experienced indicated she should begin with "My name is Julie Adams . . ." Ten percent of the Experienced in contrast to only ten percent of the Inexperienced indicated she should begin with "I was born and raised . . ." (see Table LV).

Item 12A

Pat is applying for a job as a management trainee at the personnel department of ACE Tool & Die. Pat has determined that she possesses the positive selling points listed below. Check Pat's four best selling points. (use an X)

- _____ Training in the area Vocational School
- _____ Average grades in school
- _____ Good attendance record in school
- _____ Class secretary
- _____ Previous volunteer work in hospital
- _____ Member of Junior Achievement in high school
- _____ Good reference from previous employer
- _____ Careful and cautious in following instructions
- _____ Neat and orderly
- _____ Neat appearance
- _____ Good conversationalist
- _____ Respectful of authority
- _____ Pleasant disposition

Combined Group Results. From a list of 13 characteristics, respondents were asked to check the four best selling points in Pat if she were applying for a job as a management trainee. Seventy percent of the respondents indicated that a "good reference from a previous employer" would be a good selling point. Sixty-one percent of the respondents indicated that "training in the area Vocational School" was a positive selling point. Forty-nine percent of the respondents indicated that a "pleasant disposition" was a positive selling point. Forty-five percent of the respondents indicated that "good attendance in school" was a positive selling point. Thirty-seven percent of the respondents indicated that being "neat and orderly" was a positive selling point and finally, 33 percent of the respondents indicated that a "neat appearance" was a positive selling point.

Table LVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED,
EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12A 1-13)

RESPONSE	EMPLOYED RELATED (N=354)	EMPLOYED UNRELATED (N=25)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=496)	p
1	N=221 %=62	N=10 %=40	N=53 %=65	N=19 %=53	N=303 %=61	.0845
2	N=8 %=2	N=2 %=8	N=2 %=2	N=1 %=3	N=13 %=3	.7565
3	N=155 %=44	N=11 %=44	N=37 %=46	N=23 %=64	N=226 %=46	.1479
4	N=21 %=6	N=1 %=4	N=12 %=15	N=6 %=17	N=40 %=8	.0340
5	N=10 %=3	N=0 %=0	N=3 %=4	N=0 %=0	N=13 %=3	.9550
6	N=13 %=12	N=4 %=16	N=11 %=14	N=6 %=17	N=64 %=13	.9549
7	N=251 %=71	N=18 %=72	N=54 %=67	N=23 %=64	N=346 %=70	.7447
8	N=107 %=30	N=6 %=24	N=24 %=30	N=10 %=28	N=147 %=30	.9190
9	N=134 %=38	N=6 %=24	N=32 %=40	N=13 %=36	N=185 %=37	.5464
10	N=128 %=36	N=14 %=56	N=18 %=22	N=7 %=19	N=167 %=34	.0022
11	N=95 %=27	N=7 %=28	N=21 %=26	N=11 %=31	N=134 %=27	.9608
12	N=74 %=21	N=8 %=32	N=13 %=16	N=6 %=17	N=101 %=20	.3361
13	N=169 %=48	N=13 %=52	N=43 %=53	N=19 %=53	N=244 %=50	.7882

Employment Status. In the analysis by employment status, significant differences were found for the following responses: 1) "training in the area Vocational School" was significant at .0845; 3) "good attendance record in school" was significant at .1479; 4) having been "class secretary" was significant at .0340; and, 10) "neat appearance" was significant at .0022 (see Table LVI).

Table LVII

NUMBERS AND PERCENTAGES OF BUSINESS,
TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES
SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12A 1-13)

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=223)	OTHER (N=172)	TOTAL (N=514)	p
1	N=81 %=68	N=140 %=63	N=93 %=54	N=314 %=61	.0435
2	N=2 %=2	N=9 %=4	N=4 %=2	N=15 %=3	.6175
3	N=57 %=48	N=97 %=44	N=80 %=47	N=234 %=46	.7020
4	N=11 %=9	N=21 %=9	N=8 %=5	N=40 %=8	.1708
5	N=6 %=5	N=4 %=2	N=3 %=2	N=13 %=3	.2835
6	N=19 %=16	N=30 %=13	N=18 %=10	N=67 %=13	.3794
7	N=87 %=73	N=161 %=72	N=111 %=65	N=359 %=70	.1746
8	N=32 %=27	N=66 %=30	N=54 %=31	N=152 %=30	.7099
9	N=43 %=36	N=79 %=35	N=71 %=41	N=193 %=38	.4605
10	N=31 %=26	N=80 %=36	N=60 %=35	N=171 %=33	.1591
11	N=30 %=25	N=60 N=27	N=50 N=29	N=140 N=27	.7594
12	N=17 %=14	N=46 %=21	N=39 %=23	N=102 %=20	.1956
13	N=60 %=50	N=98 %=44	N=97 %=56	N=255 %=50	.0483

Training Program Completed. In the analysis by Voc-Tech training, significant differences were found for the following responses: 1) "training in the area Vocational School" was significant at .0435; 4) "class secretary" was significant at .1708; 7) "good reference from a previous employer" was significant at .1746; 10) "neat appearance" was significant at .1591; 12) "respect for authority" was significant at .1956; and, 13) "pleasant disposition" was significant at .0483 (see Table LVII).

Table LVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12A 1-13)

RESPONSE	RURAL (N=59)	URBAN (N=415)	TOTAL (N=514)	p
1	N=57 %=58	N=257 %=62	N=314 %=61	.4944
2	N=3 %=3	N=12 %=3	N=15 %=3	.7960
3	N=60 %=61	N=174 %=42	N=234 %=46	.0012
4	N=4 %=4	N=36 %=9	N=40 %=8	.1809
5	N=3 %=3	N=10 %=2	N=13 %=3	.9978
6	N=8 %=8	N=59 %=14	N=67 %=13	.1434
7	N=65 %=66	N=294 %=71	N=359 %=70	.3742
8	N=24 %=24	N=128 %=31	N=152 %=30	.2418
9	N=47 %=47	N=146 %=35	N=193 %=38	.0312
10	N=34 %=34	N=137 %=33	N=171 %=33	.8935
11	N=24 %=24	N=116 %=28	N=140 %=27	.5357
12	N=19 %=19	N=83 %=20	N=102 %=20	.9674
13	N=47 %=47	N=208 %=50	N=255 %=50	.7179

Locale of Training. In the analysis by locale, significant differences were found for the following responses: 3) "good attendance record in school" was significant at .0012; 4) "class secretary" was significant at .1809; 6) "membership in Junior Achievement" was significant at .1434; 8) "careful and cautious in following instructions" was significant at .2418; and, 9) "neat and orderly" was significant at .0312 (see Table LVIII).

Table LIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12A 1-13)

RESPONSE	MALE (N=318)	FEMALE (N=196)	TOTAL (N=514)	P
1	N=201 %=63	N=113 %=58	N=314 %=61	.2455
2	N=11 %=3	N=4 %=2	N=15 %=3	.5105
3	N=141 %=44	N=93 %=47	N=234 %=46	.5509
4	N=28 %=9	N=12 %=6	N=40 %=8	.3507
5	N=5 %=2	N=8 %=4	N=13 %=3	.1414
6	N=46 %=14	N=21 %=11	N=67 %=13	.2748
7	N=228 %=72	N=131 %=67	N=359 %=70	.2857
8	N=88 %=28	N=64 %=33	N=152 %=30	.2704
9	N=113 %=36	N=80 %=41	N=193 %=38	.2704
10	N=113 %=36	N=58 %=30	N=171 %=33	.1962
11	N=88 %=28	N=52 %=27	N=140 %=27	.8567
12	N=63 %=20	N=39 %=20	N=102 %=20	.9283
13	N=146 %=46	N=109 %=56	N=255 %=50	.0408

Sex. In the analysis by sex, significant differences were found for the following responses: 1) "training the area Vocational School" was significant at .2455; 5) "previous volunteer work in a hospital" was significant at .1414; 10) "neat appearance" was significant at .1962; and, 13) "pleasant disposition" was significant at .0408 (see Table LIX).

Table LX

NUMBERS AND PERCENTAGES OF
INEXPERIENCED AND EXPERIENCED VTAE GRADUATES
SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12A 1-13)

RESPONSE	INEXPERIENCED (N=152)	EXPERIENCED (N=115)	TOTAL (N=267)	p
1	N=99 %=65	N=68 %=59	N=167 %=63	.3813
2	N=6 %=4	N=0 %=0	N=6 %=2	.0822
3	N=87 %=57	N=49 %=43	N=136 %=51	.0248
4	N=10 %=7	N=12 %=10	N=22 %=8	.3629
5	N=5 %=3	N=4 %=3	N=9 %=3	.7966
6	N=14 %=9	N=27 %=23	N=41 %=15	.0024
7	N=97 %=64	N=75 %=65	N=172 %=64	.9142
8	N=40 %=26	N=30 %=26	N=70 %=26	.9216
9	N=67 %=44	N=41 %=36	N=108 %=40	.2065
10	N=49 %=32	N=40 %=35	N=89 %=33	.7597
11	N=36 %=24	N=32 %=28	N=68 %=25	.5304
12	N=32 %=21	N=20 %=17	N=52 %=19	.5538
13	N=64 %=42	N=62 %=54	N=126 %=47	.0734

Experience (Age). In the analysis by experience, significant differences were found for the following responses: 2) "average grades in school" was significant at .0822; 3) "good attendance record in school" was significant at .0248; 6) "member of Junior Achievement" was significant at .0024; 9) "neat and orderly" was significant at .2065; and, 13) "pleasant disposition" was significant at .0734 (see Table LX).

Item 12B

Mark Pat's four best selling points if she were applying for a job as a welder. (use an O)

- _____ Training in the area Vocational School
- _____ Average grades in school
- _____ Good attendance record in school
- _____ Class secretary
- _____ Previous volunteer work in hospital
- _____ Member of Junior Achievement in high school
- _____ Good reference from previous employer
- _____ Careful and cautious in following instructions
- _____ Neat and orderly
- _____ Neat appearance
- _____ Good conversationalist
- _____ Respectful of authority
- _____ Pleasant disposition

Combined Group Results. From a list of 13 characteristics, respondents were asked to select the four best selling points for Pat if she were applying for a job as a welder. Seventy-six percent of the respondents indicated that "training in the area Vocational School" was a positive selling point. Sixty-six percent of the respondents indicated that being "careful and cautious in following instructions" was a positive selling point. Fifty-eight percent of the respondents indicated that a "good reference from a previous employer" was a positive selling point. Forty-five percent of the respondents indicated that "good attendance in school" was a positive selling point. Thirty-eight percent of the respondents indicated that being "respectful of authority" was a positive selling point.

Table LXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED,
EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12B 1-13)

RESPONSE	EMPLOYED RELATED (N=301)	EMPLOYED UNRELATED (N=19)	UNDER- EMPLOYED (N=69)	UNEMPLOYED (N=32)	TOTAL (N=421)	p
1	N=271 %=90	N=18 %=95	N=61 %=88	N=29 %=91	N=379 %=90	.9848
2	N=19 %=6	N=2 %=11	N=4 %=6	N=4 %=13	N=29 %=7	.8154
3	N=159 %=53	N=13 %=69	N=36 %=52	N=16 %=50	N=224 %=53	.5837
4	N=0 %=0	N=0 %=0	N=0 %=0	N=0 %=0	N=0 %=0	
5	N=4 %=1	N=0 %=0	N=0 %=0	N=0 %=0	N=4 %=.95	.9805
6	N=12 %=4	N=2 %=11	N=2 %=3	N=3 %=9	N=19 %=5	.6754
7	N=217 %=72	N=12 %=63	N=46 %=67	N=18 %=56	N=293 %=70	.2374
8	N=234 %=78	N=15 %=79	N=55 %=80	N=27 %=84	N=331 %=79	.9337
9	N=78 %=26	N=4 %=21	N=19 %=28	N=11 %=34	N=112 %=27	.7070
10	N=23 %=8	N=2 %=11	N=6 %=9	N=2 %=6	N=33 %=8	1.0000
11	N=5 %=2	N=0 %=0	N=1 %=1	N=1 %=3	N=7 %=2	1.0000
12	N=140 %=47	N=7 %=37	N=38 %=55	N=10 %=31	N=195 %=46	.1250
13	N=41 %=14	N=1 %=5	N=8 %=12	N=7 %=22	N=57 %=14	.6022

Employment Status. In the analysis by employment status, significant differences were found for the following responses: 7) "good reference from a previous employer" was significant at .2374; and 12) "respect for authority" was significant at .1250. None of the respondents felt that having been "class secretary" was a positive selling point (see Table LXI).

Table LXII

NUMBERS AND PERCENTAGES OF BUSINESS,
TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES
SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12B 1-13)

RESPONSE	BUSINESS (N=105)	TECHNICAL & INDUSTRIAL (N=184)	OTHER (N=147)	TOTAL (N=436)	p
1	N=95 %=90	N=168 %=91	N=130 %=89	N=393 %=90	.6789
2	N=7 %=7	N=15 %=8	N=8 %=5	N=30 %=7	.6230
3	N=60 %=57	N=91 %=49	N=83 %=56	N=234 %=54	.3192
4	N=0 %=0	N=0 %=0	N=0 %=0	N=0 %=0	
5	N=1 %=.95	N=3 %=2	N=1 %=.68	N=5 %=1	.9543
6	N=5 %=5	N=8 %=4	N=6 %=4	N=19 %=4	1.0000
7	N=75 %=71	N=133 %=72	N=93 %=63	N=301 %=69	.1756
8	N=78 %=74	N=138 %=75	N=128 %=87	N=344 %=79	.0115
9	N=31 %=30	N=47 %=26	N=41 %=28	N=119 %=27	.7507
10	N=5 %=5	N=22 %=12	N=6 %=4	N=33 %=8	.0123
11	N=1 %=.95	N=4 %=2	N=2 %=1	N=7 %=2	.9402
12	N=46 %=44	N=81 %=44	N=71 %=48	N=198 %=45	.6885
13	N=15 %=14	N=26 %=14	N=19 %=13	N=60 %=14	.9361

Training Program Completed. In the analysis by Voc-Tech Training significant differences were found for the following responses: 7) "good reference from a previous employer" was significant at .1756; 8) "careful and cautious in following instructions" was significant at .0115; and, 10) "neat appearance" was significant at .0123. No respondents chose having been "class secretary" as a positive selling point (see Table LXII).

Table LXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12B 1-13)

RESPONSE	RURAL (N=85)	URBAN (N=351)	TOTAL (N=436)	p
1	N=75 %=88	N=318 %=91	N=393 %=90	.6506
2	N=3 %=4	N=27 %=8	N=30 %=7	.2620
3	N=54 %=64	N=180 %=51	N=234 %=54	.0561
4	N=0 %=0	N=0 %=0	N=0 %=0	
5	N=1 %=1	N=4 %=1	N=5 %=1	.5899
6	N=2 %=2	N=17 %=5	N=19 %=4	.4758
7	N=53 %=62	N=248 %=71	N=301 %=69	.1755
8	N=70 %=82	N=274 %=78	N=344 %=79	.4705
9	N=32 %=38	N=87 %=25	N=119 %=27	.0243
10	N=6 %=7	N=27 %=8	N=33 %=8	.9957
11	N=3 %=4	N=4 %=1	N=7 %=2	.2748
12	N=27 %=32	N=171 %=49	N=198 %=45	.0070
13	N=13 %=15	N=47 %=13	N=60 %=14	.7782

Locale of Training. In the analysis by locale, significant differences were found for the following responses: 3) "good attendance in school" was significant at .0561; 7) "good reference from an employer" was significant at .1755; 9) "being neat and orderly" was significant at .0243; and, 12) "respect of authority" was significant at .0070. No respondents chose number 4--"class secretary" (see Table LXIII).

Table LXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12B 1-13)

RESPONSE	MALE (N=265)	FEMALE (N=171)	TOTAL (N=436)	p
1	N=241 %=91	N=152 %=89	N=393 %=90	.5906
2	N=16 %=6	N=14 %=8	N=30 %=7	.5016
3	N=144 %=54	N=90 %=53	N=234 %=54	.8019
4	N=0 %=0	N=0 %=0	N=0 %=0	
5	N=3 %=1	N=2 %=1	N=5 %=1	.6710
6	N=12 %=5	N=7 %=4	N=19 %=4	.9815
7	N=189 %=71	N=112 %=66	N=301 %=69	.2388
8	N=202 %=76	N=142 %=83	N=344 %=79	.1135
9	N=72 %=27	N=47 %=27	N=119 %=27	.9698
10	N=28 %=11	N=5 %=3	N=33 %=8	.0058
11	N=5 %=2	N=2 %=1	N=7 %=2	.8481
12	N=112 %=42	N=86 %=50	N=198 %=45	.1223
13	N=36 %=14	N=24 %=14	N=60 %=14	.9927

Sex. In the analysis by sex, significant differences were found for the following responses: 7) "good reference from an employer" was found significant at .2388; 8) "careful and cautious in following instructions" was significant at .1135; 10) "neat appearance" was significant at .0058; and, 12) "respect for authority" was significant at .1223. No respondents chose number 4--"class secretary" (see Table LXIV).

Table LXV

NUMBERS AND PERCENTAGES OF
INEXPERIENCED AND EXPERIENCED VTAE GRADUATES
SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(12B 1-13)

RESPONSE	INEXPERIENCED (N=135)	EXPERIENCED (N=96)	TOTAL (N=231)	p
1	N=120 %=89	N=91 %=95	N=211 %=91	.1819
2	N=7 %=5	N=6 %=6	N=13 %=6	.9550
3	N=86 %=64	N=48 %=50	N=134 %=58	.0518
4	N=0 %=0	N=0 %=0	N=0 %=0	
5	N=0 %=0	N=1 %=1	N=1 %=43	.8637
6	N=6 %=4	N=6 %=6	N=12 %=5	.7576
7	N=81 %=60	N=69 %=72	N=150 %=65	.0847
8	N=101 %=75	N=80 %=83	N=181 %=78	.1654
9	N=44 %=33	N=28 %=29	N=72 %=31	.6819
10	N=8 %=6	N=5 %=5	N=13 %=6	.9550
11	N=5 %=8	N=2 %=2	N=7 %=3	.7500
12	N=66 %=49	N=39 %=41	N=105 %=45	.2674
13	N=16 %=12	N=10 %=10	N=26 %=11	.8974

Experience (Age). In the analysis by experience, significant differences were found for the following responses: 1) "training in the area Vocational School" was significant at .1819; 3) "good attendance in school" was significant at .0518; 7) "good reference from previous employer" was significant at .0847; and, 8) "careful and cautious in following instructions" was significant at .1654. No respondents chose number 4--"class secretary" (see Table LXV).

Item 13

Phil has worked as a sales rep for American Appliance Company for three years. All was going well until a new store manager was hired. The new manager makes sarcastic remarks both about Phil personally and about his work. Phil has decided to look for a different job because of this seemingly unfair treatment. During an interview for a new job, Phil is asked how he gets along with his current employer. What should Phil say?

1. be honest. Tell the person doing the interview that he does not like the way he is being treated.
2. say that he gets along fine and discourage the interviewer from contacting his current employer by explaining that he does not want his employer to know he is looking for a new job.
3. explain that the employer seems out to get him and support the statement by explaining the co-workers think his boss has it in for him.
4. indicate that although their temperaments clash occasionally, this has not interfered with Phil's sales record.

Combined Group Results. In a situation where a salesman is experiencing problems with his boss, respondents were asked to select an effective way for the salesman to describe this conflict in an interview for a new job. Fifty-six percent of the respondents chose that he should "indicate that although temperaments clash occasionally it was not interfering with his sales record," forty-one percent indicated that he should "be honest and tell the person doing the interview that he does not like the way he's being treated," and two percent of the respondents chose "say that he gets along fine and discourage the interviewer from contacting his current employer by explaining that he does not want his employer to know that he's looking for a new job."

Table LXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	EMPLOYED RELATED (N=356)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=499)
1	N=137 %=38	N=8 %=31	N=49 %=60	N=14 %=39	N=208 %=42
2	N=8 %=2	N=1 %=4	N=1 %=1	N=0 %=0	N=10 %=2
3	N=4 %=1	N=0 %=0	N=0 %=0	N=0 %=0	N=4 N=.8
4	N=207 %=58	N=17 %=65	N=31 %=38	N=22 %=61	N=277 %=56

χ^2 with 9 d.f. = 12.87 ($p \leq .1685$)

Employment Status. When responses were compared according to employment status, significant differences were obtained ($p \leq .1685$). Fifty-eight percent of the Employed Related, 65 percent of the Employed Unrelated, and 61 percent of the Unemployed compared to only 38 percent of the Underemployed indicated that Phil should respond "Although our temperaments clash occasionally, it has not interfered with my sales record." Sixty percent of the Underemployed in contrast to 38 percent of the Employed Related, 31 percent of the Employed Unrelated and 39 percent of the Unemployed selected "Be honest. Tell the person . . ." (see Table LXVI).

Table LXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=174)	TOTAL (N=517)
1	N=45 %=38	N=102 %=46	N=66 %=38	N=213 %=41
2	N=1 %=.84	N=6 %=3	N=3 %=2	N=10 %=2
3	N=0 %=0	N=1 %=.45	N=3 %=2	N=4 %=.77
4	N=73 %=61	N=115 %=51	N=102 %=59	N=290 %=56

χ^2 with 6 d.f. = 4.83 ($p \leq .5664$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table LXVII).

Table LXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	RURAL (N=100)	URBAN (N=417)	TOTAL (N=517)
1	N=33 %=33	N=180 %=43	N=213 %=41
2	N=4 %=4	N=6 %=1	N=10 %=2
3	N=2 %=2	N=2 %=.48	N=4 %=.77
4	N=61 %=61	N=229 %=55	N=290 %=56

χ^2 with 3 d.f. = 4.63 ($p \leq .2010$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .2010$). Sixty-one percent of the Rural compared to 55 percent of the Urban respondents indicated that Phil should respond "Although our temperaments clash . . ." Forty-three percent of the Urban compared to thirty-three percent of the Rural indicated that Phil should "Be honest. Tell the person . . ." (see Table LXVIII).

Table LXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	MALE (N=320)	FEMALE (N=197)	TOTAL (N=517)
1	N=150 %=47	N=63 %=32	N=213 %=41
2	N=8 %=3	N=2 %=1	N=10 %=2
3	N=4 %=1	N=0 %=0	N=4 %=.77
4	N=158 %=49	N=132 %=67	N=290 %=56

χ^2 with 3 d.f. = 14.50 ($p \leq .0023$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0023$). Sixty-seven percent of the Females compared to 49 percent of the Males indicated that he should respond "Although our temperments clash occasionally. . ." Forty-seven percent of the Males but only 32 percent of the Females chose "Be honest. Tell the person . . ." (see Table LXIX).

Table LXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=70 %=45	N=43 %=37	N=113 %=42
2	N=2 %=1	N=1 %=.87	N=3 %=1
3	N=2 %=1	N=0 %=0	N=2 %=.74
4	N=80 %=52	N=71 %=62	N=151 %=56

χ^2 with 3 d.f. = 2.05 ($p \leq .5620$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table LXX).

Item 14

Bernie is applying for a job at the local assembly plant. Despite completing training in his field, he is asked to take an aptitude test. He is told that scores on the test are important in their hiring process. It is a timed, multiple choice, paper and pencil test. What should Bernie do on those items where he doesn't know the answer?

1. he should only answer those questions where he is positive his answer is correct.
2. he should answer all the questions where he is sure of the answer and those where he is reasonably sure he is correct.
3. he should answer all questions even if he has to blindly guess at some.
4. he should answer all questions he knows and he thinks he knows but he should guess only at those where he can eliminate at least one of the alternatives.

Combined Group Results. When asked to select the best way for an applicant taking an aptitude test to handle the questions that he didn't know, 37 percent of the respondents chose "answer all the questions where he is sure of the answer and those where he is reasonably sure the answer is correct." Thirty percent chose "answer all of the questions he knows and he thinks he knows but guess only at those where he can eliminate at least one of the alternatives." Twenty-nine percent of the respondents selected "answer all of the questions even if he has to blindly guess at some," and four percent chose "only answer those questions where he is positive his answer is correct."

Table LXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 14

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=497)
1	N=11 %=3	N=0 %=0	N=5 %=6	N=2 %=6	N=18 %=4
2	N=138 %=39	N=8 %=31	N=29 %=36	N=14 %=39	N=189 %=38
3	N=100 %=28	N=8 %=31	N=24 %=30	N=8 %=22	N=140 %=28
4	N=106 %=30	N=10 %=38	N=22 %=28	N=12 %=33	N=150 %=30

χ^2 with 9 d.f. = 2.35 ($p \leq .9847$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table LXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table LXXI).

Table LXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=222)	OTHER (N=174)	TOTAL (N=515)
1	N=3 %=3	N=10 %=5	N=6 %=3	N=19 %=4
2	N=48 %=40	N=74 %=33	N=71 %=41	N=193 %=37
3	N=34 %=29	N=70 %=32	N=46 %=26	N=150 %=29
4	N=34 %=29	N=68 %=31	N=51 %=29	N=153 %=30

χ^2 with 6 d.f. = 2.68 ($p \leq .8475$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table LXXII).

Table LXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 14

RESPONSE	RURAL (N=100)	URBAN (N=415)	TOTAL (N=515)
1	N=3 %=3	N=16 %=4	N=19 %=4
2	N=37 %=37	N=156 %=38	N=193 %=37
3	N=23 %=23	N=127 %=31	N=150 %=29
4	N=37 %=37	N=116 %=28	N=153 %=30

χ^2 with 3 d.f. = 3.29 ($p \leq .3494$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table LXXIII).

Table LXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 14

RESPONSE	MALE (N=318)	FEMALE (N=197)	TOTAL (N=515)
1	N=13 %=4	N=6 %=3	N=19 %=4
2	N=107 %=34	N=86 %=44	N=193 %=37
3	N=99 %=31	N=51 %=26	N=150 %=29
4	N=99 %=31	N=54 %=27	N=153 %=30

χ^2 with 3 d.f. = 5.32 ($p \leq .1496$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1496$). Forty-four percent of the Females compared to 34 percent of the Males chose "answer all of the questions where he is sure of the answer and those where he is reasonably sure he is correct." However, 31 percent of the Males in contrast to 26 percent of the Females selected "answer all of the questions even if he has to blindly guess at some" (see Table LXXIV).

Table LXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 14

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=10 %=7	N=3 %=3	N=13 %=5
2	N=55 %=36	N=45 %=39	N=100 %=37
3	N=51 %=33	N=28 %=24	N=79 %=29
4	N=37 %=24	N=39 %=34	N=76 %=28

χ^2 with 3 d.f. = 6.26 ($p \leq .0998$)

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Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table LXXV).

Item 15

John is interviewing for a job at Ace Tool and Die for a position as a welder. During the interview the personnel director asks him, "If I hire you, what would you like to be doing five years from now?" How should John respond to this question?

1. "I'd like to be working right here as a welder."
2. "I'd like to have my own welding shop."
3. "I'd like to continue my schooling nights and move into a management position somewhere."
4. "I'd like to be foreman of the welding division here."

Combined Group Results. During an interview for a welding job, in response to the question, "If hired, what would you like to be doing five years from now?" 61 percent of the respondents indicated that the individual should say "I'd like to be foreman of the welding division here," 27 percent of the respondents indicated that he should answer "I'd like to continue my schooling nights and move into a management position somewhere," nine percent chose "I'd like to be working right here as a welder," and two percent indicated that the individual should respond "I'd like to have my own welding shop."

Table LXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	EMPLOYED RELATED (N=356)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=498)
1	N=31 %=9	N=1 %=4	N=9 %=11	N=5 %=14	N=46 %=9
2	N=7 %=2	N=2 %=8	N=1 %=1	N=0 %=0	N=10 %=2
3	N=96 %=27	N=9 %=35	N=22 %=28	N=12 %=33	N=139 %=28
4	N=222 %=62	N=14 %=54	N=48 %=60	N=19 %=53	N=303 %=61

χ^2 with 9 d.f. = 3.88 ($p \leq .9194$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table LXXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table LXXVI).

Table LXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=223)	OTHER (N=173)	TOTAL (N=515)
1	N=10 %=8	N=22 %=10	N=17 %=10	N=49 %=10
2	N=2 %=2	N=5 %=2	N=4 %=2	N=11 %=2
3	N=37 %=31	N=61 %=27	N=43 %=25	N=141 %=27
4	N=70 %=59	N=135 %=61	N=109 %=63	N=314 %=61

χ^2 with 6 d.f. = 1.00 ($p \leq .9857$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table LXXVII).

Table LXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	RURAL (N=100)	URBAN (N=415)	TOTAL (N=515)
1	N=16 %=16	N=33 %=8	N=49 %=10
2	N=6 %=6	N=5 %=1	N=11 %=2
3	N=23 %=23	N=118 %=28	N=141 %=27
4	N=55 %=55	N=259 %=62	N=314 %=61

χ^2 with 3 d.f. = 12.54 ($p \leq .0057$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0057$). Sixty-two percent of the Urban respondents compared to 55 percent of the Rural indicated that John's response should be "I'd like to be a foreman of the welding division here." Sixteen percent of the Rural but only eight percent of the Urban indicated he should respond "I'd like to be working right here as a welder," and six percent of the Rural in contrast to only one percent of the Urban graduates indicated "I'd like to continue my schooling" (see Table LXXVIII).

Table LXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	MALE (N=318)	FEMALE (N=197)	TOTAL (N=515)
1	N=30 %=9	N=19 %=10	N=49 %=10
2	N=6 %=2	N=5 %=3	N=11 %=2
3	N=86 %=27	N=55 %=28	N=141 %=27
4	N=196 %=62	N=118 %=60	N=314 %=61

χ^2 with 3 d.f. = .08 ($p \leq .9944$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table LXXIX).

Table LXXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=21 %=14	N=8 %=7	N=29 %=11
2	N=5 %=3	N=0 %=0	N=5 %=2
3	N=40 %=26	N=35 %=30	N=75 %=28
4	N=87 %=57	N=72 %=63	N=159 %=59

χ^2 with 3 d.f. = 4.97 ($p \leq .1742$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .1742$). Sixty-three percent of the Experienced compared to 57 percent of the Inexperienced chose "I'd like to be foreman of the welding division here." Fourteen percent of the Inexperienced in contrast to seven percent of the Experienced selected "I'd like to be working right here as a welder" (see Table LXXX).

Item 16

Jim is interested in a public relations job with the Etna Corporation. He has just completed training in Business and Journalism. His only work experience has been road construction work during summers. The interviewer asks him, "Tell me how your previous work experience relates to the job you're applying for." How should Jim respond?

1. "Well, it really doesn't. However, while I was in school I managed the campaigns of other students running for class officer positions."
2. "It taught me the benefits of hard work. I was hired back each semester."
3. "Well, it really doesn't other than that experience taught me the importance of finding work that you like."
4. "Well, in working on construction I had to learn to get along with people from diverse backgrounds. This is also necessary in public relations work."

Combined Group Results. In a situation where the individual is interviewing for a PR job but with no previous experience, 84 percent of the respondents felt that the individual should tie in the experience he did have by saying "Well, in working on construction I had to work to get along with people with diverse backgrounds. This is all necessary in Public Relations work." No other response was selected by as much as ten percent of the total population.

Table LXXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	EMPLOYED RELATED (N=356)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=499)
1	N=8 %=2	N=1 %=4	N=5 %=6	N=0 %=0	N=14 %=3
2	N=27 %=8	N=0 %=0	N=11 %=14	N=3 %=8	N=41 %=8
3	N=17 %=5	N=1 %=4	N=3 %=4	N=1 %=3	N=22 %=4
4	N=304 %=85	N=24 %=92	N=62 %=77	N=32 %=89	N=422 %=85

χ^2 with 9 d.f. = 6.97 ($p \leq .6397$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table LXXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table LXXXI).

Table LXXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=174)	TOTAL (N=517)
1	N=6 %=5	N=4 %=2	N=5 %=3	N=15 %=3
2	N=12 %=10	N=19 %=8	N=12 %=7	N=43 %=8
3	N=5 %=4	N=11 %=5	N=7 %=4	N=23 %=4
4	N=96 %=81	N=190 %=85	N=150 %=86	N=436 %=84

χ^2 with 6 d.f. = 2.60 ($p \leq .8577$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table LXXXII).

Table LXXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	RURAL (N=100)	URBAN (N=417)	TOTAL (N=517)
1	N=2 %=2	N=13 %=3	N=15 %=3
2	N=9 %=9	N=34 %=8	N=43 %=8
3	N=6 %=6	N=17 %=4	N=23 %=4
4	N=83 %=83	N=353 %=85	N=436 %=84

χ^2 with 3 d.f. = .39 ($p \leq .9419$) 117

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table LXXXIII).

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	MALE (N=320)	FEMALE (N=197)	TOTAL (N=517)
1	N=15 %=5	N=0 %=0	N=15 %=3
2	N=31 %=10	N=12 %=6	N=43 %=8
3	N=14 %=4	N=9 %=5	N=23 %=4
4	N=260 %=81	N=176 %=89	N=436 %=84

χ^2 with 3 d.f. = 12.09 ($p \leq .0071$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0071$). Eighty-nine percent of the Females compared to 81 percent of the Males indicated that Jim should try to relate his previous experience by saying "Well, in working on construction I had to learn to get along with people from diverse backgrounds. This is also necessary in public relations work." Five percent of the Males but none of the Females indicated that Jim should state "Well, it really doesn't . . ." (see Table LXXXIV).

Table LXXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=4 %=3	N=4 %=3	N=8 %=3
2	N=13 %=8	N=8 %=7	N=21 %=8
3	N=11 %=7	N=3 %=3	N=14 %=5
4	N=126 %=82	N=100 %=87	N=226 %=84

χ^2 with 3 d.f. = 2.00 ($p \leq .5723$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table LXXXV).

Item 17

Esther is interviewing for a position as a medical secretary. The interviewer stands up. It is obvious that the interview is ending. She thinks the interview has gone well but she has not been offered the job. Esther stands up immediately. What should Esther say?

1. "I hope you find the right person for the job."
2. "Can you tell me if I'm still being considered for the job?"
3. "I think I would really enjoy working here."
4. "When can I call you regarding your decision?"

Combined Group Results. In a situation where an individual has not been offered a job at the end of an interview, 52 percent of the respondents chose that the interviewee should say "When can I call you regarding your decision,?" 27 percent of the respondents selected "I think I would really enjoy working here," 17 percent chose "Can you tell me if I'm still being considered for the job,?" and three percent selected "I hope you find the right person for the job."

Table LXXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 17

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=35)	TOTAL (N=497)
1	N=12 %=3	N=2 %=8	N=2 %=2	N=1 %=3	N=17 %=3
2	N=60 %=17	N=4 %=15	N=10 %=12	N=12 %=34	N=86 %=17
3	N=101 %=28	N=1 %=42	N=20 %=25	N=4 %=11	N=136 %=27
4	N=183 %=51	N=9 %=35	N=49 %=60	N=18 %=51	N=258 %=52

χ^2 with 9 d.f. = 12.97 ($p \leq .1640$)

Employment Status. When responses were compared according to employment status, significant differences were obtained ($p \leq .1640$). Fifty-one percent of the Employed Related, 35 percent of the Employed Unrelated, 60 percent of the Underemployed and 51 percent of the Unemployed selected "When can I call you regarding your decision?" Only 11 percent of the Unemployed compared to 28 percent of the Employed Related, 42 percent of the Employed Unrelated, and 25 percent of the Underemployed selected "I think I would really enjoy working here" as the best alternative. Thirty-four percent of the Unemployed compared to less than 20 percent of any other group selected as the best response "Can you tell me if I'm still being considered for the job?" (see Table LXXXVI).

Employment Status & Voc-Tech Training. In the three-way analysis (Voc-Tech training/Employment status) significant differences ($p \leq .0440$) were also found. Fifty percent of the Employed Technical & Industrial, 61 percent of the Underemployed Technical & Industrial, and only 27 percent of the Unemployed Technical & Industrial selected "I hope you find the right person for the job" as appropriate (see Table LXXXVI).

Table LXXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 17

RESPONSE	BUSINESS (N=118)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=173)	TOTAL (N=515)
1	N=5 %=4	N=8 %=4	N=4 %=2	N=17 %=3
2	N=8 %=7	N=40 %=18	N=39 %=23	N=87 %=17
3	N=33 %=28	N=62 %=28	N=44 %=25	N=139 %=27
4	N=72 %=61	N=114 %=51	N=86 %=50	N=272 %=53

χ^2 with 6 d.f. = 11.79 ($p \leq .0667$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0667$). Sixty-one percent of the Business compared to 51 percent of the Technical and Industrial and 50 percent of the Other selected "When can I call you regarding your decision?" as the best response. Only seven percent of the Business compared to 23 percent of the Other selected "Can you tell me if I'm still being considered for the job?" (see Table LXXXVII).

Table LXXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 17

RESPONSE	RURAL (N=100)	URBAN (N=415)	TOTAL (N=515)
1	N=6 %=6	N=11 %=3	N=17 %=3
2	N=17 %=17	N=70 %=17	N=87 %=17
3	N=33 %=33	N=106 %=26	N=139 %=27
4	N=44 %=44	N=228 %=55	N=272 %=53

χ^2 with 3 d.f. = 4.84 ($p \leq .1840$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .1840$). Fifty-five percent of the Urban compared to 44 percent of the Rural graduates selected "When can I call you regarding your decision?" Thirty-three percent of the Rural in contrast to 26 percent of the Urban graduates indicated that she should say "I think I would really enjoy working here" (see Table LXXXVIII).

Table LXXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 17

RESPONSE	MALE (N=319)	FEMALE (N=196)	TOTAL (N=515)
1	N=12 %=4	N=5 %=3	N=17 %=3
2	N=60 %=19	N=27 %=14	N=87 %=17
3	N=88 %=28	N=51 %=26	N=139 %=27
4	N=159 %=50	N=113 %=58	N=272 %=53

χ^2 with 3 d.f. = 3.87 ($p \leq .2756$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table LXXXIX).

Table XC

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 17

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=8 %=5	N=2 %=2	N=10 %=4
2	N=18 %=12	N=25 %=22	N=43 %=16
3	N=48 %=31	N=24 %=21	N=72 %=27
4	N=79 %=52	N=64 %=56	N=143 %=53

χ^2 with 3 d.f. = 7.23 ($p \leq .0649$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0649$). Thirty-one percent of the Inexperienced compared to 21 percent of the Experienced selected "I think I would really enjoy working here," and 22 percent of the Experienced in contrast to 12 percent of the Inexperienced chose "Can you tell me if I'm still being considered . . ." (see Table XC).

Item 18

Jerry smokes moderately. During the interview Jerry would like a cigarette because he thinks it would help him calm his nerves. The interviewer has smoked one cigarette and there is an ashtray between Jerry and the interviewer. The interviewer offers Jerry a cigarette. What should Jerry do or say?

1. take it and say, "Thanks, I needed that."
2. not take it and say, "No, thank you."
3. not take it and say, "Thank you, I'll wait and have one later."
4. say, "Thank you for offering but I'll have one of my own."

Combined Group Results. Respondents were mixed as to what a smoker should do if offered a cigarette by an interviewer. Thirty-four percent of the respondents chose "Thank you for offering but I'll have one of my own," 31 percent of the respondents chose "not take it and say 'thank you I'll wait and have one later,'" 27 percent selected "not take it and say 'no thank you,'" and seven percent of the respondents chose "Thanks, I needed that."

Table XCI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=498)
1	N=26 %=7	N=4 %=15	N=5 %=6	N=1 %=3	N=36 %=7
2	N=92 %=26	N=5 %=19	N=28 %=36	N=11 %=31	N=136 %=27
3	N=112 %=32	N=9 %=35	N=27 %=33	N=12 %=33	N=160 %=32
4	N=125 %=35	N=8 %=31	N=21 %=26	N=12 %=33	N=166 %=33

χ^2 with 9 d.f. = 5.28 ($p \leq .8091$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table XCI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table XCI).

Table XCII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=223)	OTHER (N=174)	TOTAL (N=516)
1	N=2 %=2	N=24 %=11	N=10 %=6	N=36 %=7
2	N=39 %=33	N=57 %=26	N=46 %=26	N=142 %=28
3	N=41 %=34	N=68 %=30	N=54 %=31	N=163 %=32
4	N=37 %=31	N=74 %=33	N=64 %=37	N=175 %=34

χ^2 with 6 d.f. = 12.47 ($p \leq .0523$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0523$). Thirty-three percent of the Business compared to 26 percent of the Technical and Industrial and 26 Percent of the Others indicated that Jerry should not take the cigarette and say "No thank you." Eleven percent of the Technical and Industrial compared to six percent of the Others and two percent of the Business graduates selected "Thanks, I needed that" as the best alternative (see Table XCII).

Table XCIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	RURAL (N=100)	URBAN (N=416)	TOTAL (N=516)
1	N=7 %=7	N=29 %=7	N=36 %=7
2	N=29 %=29	N=113 %=27	N=142 %=28
3	N=38 %=38	N=125 %=30	N=163 %=32
4	N=26 %=26	N=149 %=36	N=175 %=34

χ^2 with 3 d.f. = 4.00 ($p \leq .2611$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table XCIII).

Table XCIV

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NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	MALE (N=319)	FEMALE (N=197)	TOTAL (N=516)
1	N=28 %=9	N=8 %=4	N=36 %=7
2	N=85 %=27	N=57 %=29	N=142 %=28
3	N=98 %=31	N=65 %=33	N=163 %=32
4	N=108 %=34	N=67 %=34	N=175 %=34

χ^2 with 3 d.f. = 4.32 ($p \leq .2294$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .2294$). When offered a cigarette, nine percent of the Males compared to four percent of the Females indicated that Jerry should take the cigarette and say, "Thanks, I needed that" (see Table XCIV).

Table XCV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=8 %=5	N=9 %=8	N=17 %=6
2	N=52 %=34	N=26 %=23	N=78 %=29
3	N=57 %=37	N=39 %=34	N=96 %=36
4	N=37 %=24	N=41 %=36	N=78 %=29

χ^2 with 3 d.f. = 6.79 ($p \leq .0788$)

Experience (Age). When comparisons were made on the basis of experience, significant differences were obtained ($p \leq .0788$). Thirty-four percent of the Inexperienced graduates compared to 23 percent of the Experienced chose "not take it and say 'no thank you.'" Thirty-six percent of the Experienced in contrast to 24 percent of the Inexperienced selected "Thank you for offering but I'll have one of my own" as the best alternative for Jerry (see Table XCV).

Item 19

Jane is new on the job. Her foreman has just shown her how he wants the job done. She can't keep up. An hour later one of her co-workers shows her an easier way of doing her job. He says that this is the way they all do it. What should Jane do?

1. thank him. Tell him she'll do it that way as soon as the boss stops watching her.
2. do it the way her co-workers do it. If the boss says anything she can tell him she couldn't keep up the other way.
3. do it the way her co-workers do except when the boss is around.
4. tell her co-worker, "Thanks, but I'll just keep doing it the boss's way. There must be a good reason for doing it this way."
5. ask the boss if it is all right to do it the way the others do.

Combined Group Results. In a situation where an individual is new on the job, has been shown how the boss wants the job done, and is shown an easier way by a co-worker, 45 percent of the respondents chose "She should ask the boss if it is alright to do it the way the others do" as the best course of action. Forty-one percent chose "She should tell her co-worker 'thank you but I'll just keep doing it the boss's way . . .,'" and twelve percent selected "She should do it the way her co-workers do it--if the boss says anything, she can tell him she couldn't keep up the other way."

Table XCVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=497)
1	N=5 %=1	N=0 %=0	N=0 %=0	N=0 %=0	N=5 %=1
2	N=42 %=12	N=0 %=0	N=18 %=23	N=2 %=6	N=62 %=12
3	N=5 %=1	N=0 %=0	N=0 %=0	N=0 %=0	N=5 %=1
4	N=147 %=41	N=14 %=54	N=26 %=33	N=17 %=47	N=204 %=41
5	N=156 %=44	N=12 %=46	N=36 %=45	N=17 %=47	N=221 %=44

χ^2 with 12 d.f. = 11.86 ($p \leq .4570$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table XCVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table XCVI).

Table XCVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	BUSINESS (N=118)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=173)	TOTAL (N=515)
1	N=0 %=0	N=4 %=2	N=1 %=.58	N=5 %=.97
2	N=19 %=16	N=29 %=13	N=16 %=9	N=64 %=12
3	N=0 %=0	N=5 %=2	N=0 %=0	N=5 %=.97
4	N=41 %=35	N=81 %=36	N=88 %=51	N=210 %=41
5	N=58 %=49	N=105 %=47	N=68 %=39	N=231 %=45

χ^2 with 8 d.f. = 14.72 ($P \leq .0648$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0648$). When trying to determine what Jane should do, 49 percent of the Business and 47 percent of the Technical and Industrial compared to 39 percent of the Others chose that "she should ask the boss if it is alright to do it the way the others do." Fifty-one percent of the Others compared to 35 percent of the Business and 36 percent of the Technical and Industrial indicated that Jane should tell her co-workers "Thanks, but I'll just keep doing it the boss's way . . ." (see Table XCVII).

Table XCVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	RURAL (N=100)	URBAN (N=415)	TOTAL (N=515)
1	N=1 %=1	N=4 %=.96	N=5 %=.97
2	N=12 %=12	N=52 %=13	N=64 %=12
3	N=1 %=1	N=4 %=.96	N=5 %=.97
4	N=46 %=46	N=164 %=40	N=210 %=41
5	N=40 %=40	N=191 %=46	N=231 %=45

χ^2 with 4 d.f. = 1.20 ($p \leq .8775$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table XCVIII).

Table XCIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	MALE (N=320)	FEMALE (N=195)	TOTAL (N=515)
1	N=4 %=1	N=1 %=.51	N=5 %=.97
2	N=38 %=12	N=26 %=13	N=64 %=12
3	N=5 %=2	N=0 %=0	N=5 %=.97
4	N=124 %=39	N=86 %=44	N=210 %=41
5	N=149 %=47	N=82 %=42	N=231 %=45

χ^2 with 4 d.f. = 3.07 ($p \leq .5467$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table XCIX).

Table C

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=0 %=0	N=0 %=0	N=0 %=0
2	N=24 %=16	N=15 %=13	N=39 %=15
3	N=2 %=1	N=0 %=0	N=2 %=.75
4	N=65 %=42	N=49 %=43	N=114 %=43
5	N=62 %=41	N=114 %=43	N=113 %=42

χ^2 with 3 d.f. = .57 ($p \leq .9038$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table C).

Item 20

Bill's new on the job. His mother is of Polish descent. At break one of the guys, Joe Bonomo, starts telling "polish jokes." Bill doesn't like it. What should Bill do or say?

1. not say anything. After he gains acceptance he can make his feelings known.
2. tell Joe, "I'd think that was funny if I wasn't Polish."
3. tell a joke about Italians because Joe is probably an Italian.
4. get up and walk away.

Combined Group Results. In a situation where a newly employed worker of Polish descent overhears a co-worker telling Polish jokes, 50 percent of the respondents chose "he should say nothing . . ." Twenty-five percent chose tell his co-worker "I'd think that was funny if I wasn't Polish," 21 percent of the respondents selected "get up and walk away," and four percent chose "tell a joke about Italians because the co-worker is probably Italian."

Table CI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	EMPLOYED RELATED (N=353)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=35)	TOTAL (N=494)
1	N=178 %=50	N=13 %=50	N=40 %=50	N=17 %=49	N=248 %=50
2	N=93 %=26	N=2 %=8	N=19 %=24	N=9 %=26	N=123 %=25
3	N=10 %=3	N=3 %=12	N=3 %=4	N=2 %=6	N=18 %=4
4	N=72 %=20	N=8 %=31	N=18 %=23	N=7 %=20	N=105 %=21

χ^2 with 9 d.f. = 6.51 ($p \leq .6877$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CI).

Table CII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	BUSINESS (N=118)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=170)	TOTAL (N=512)
1	N=58 %=49	N=117 %=52	N=81 %=48	N=256 %=50
2	N=29 %=25	N=52 %=23	N=47 %=28	N=128 %=25
3	N=4 %=3	N=8 %=4	N=6 %=4	N=18 %=4
4	N=27 %=23	N=47 %=21	N=36 %=21	N=110 %=21

χ^2 with 6 d.f. = .98 ($p \leq .9862$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CII).

Table CIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	RURAL (N=100)	URBAN (N=412)	TOTAL (N=512)
1	N=53 %=53	N=203 %=49	N=256 %=50
2	N=25 %=25	N=103 %=25	N=128 %=25
3	N=4 %=4	N=14 %=3	N=18 %=4
4	N=18 %=18	N=92 %=22	N=110 %=21

χ^2 with 3 d.f. = .67 ($p \leq .8801$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CIII).

Table CIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	MALE (N=319)	FEMALE (N=193)	TOTAL (N=512)
1	N=165 %52	N=91 %47	N=256 %50
2	N=74 %23	N=54 %28	N=128 %25
3	N=13 %4	N=5 %3	N=18 %4
4	N=67 %21	N=43 %22	N=110 %21

χ^2 with 3 d.f. = 2.45 ($p \leq .4848$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CIV).

Table CV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	INEXPERIENCED (N=152)	EXPERIENCED (N=114)	TOTAL (N=266)
1	N=86 %57	N=46 %40	N=132 %50
2	N=29 %19	N=34 %30	N=63 %24
3	N=5 %3	N=2 %2	N=7 %3
4	N=32 %21	N=32 %28	N=64 %24

χ^2 with 3 d.f. = 7.08 ($p \leq .0694$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0694$). When deciding what Bill should do about the fact that others are telling Polish jokes and he doesn't like it, 57 percent of the Inexperienced compared to 40 percent of the Experienced indicated "Bill should not say anything. After he gains acceptance he can make his feelings known." Thirty percent of the Experienced in contrast to 19 percent of the Inexperienced chose the alternative of having the new worker tell his co-worker "I'd think that was funny if I wasn't Polish" (see Table CV).

Item 21

On Friday, Mary was told in confidence by the personnel director of her company that she was selected to fill a job she had applied for. The new job involved a transfer to the district office in a community fifty miles away. Mary and her husband celebrated the promotion and began looking at apartments midway between the two communities. They called Mary's parents and spread the good news. A week later, the personnel director caught Mary in the hall and told her the promotion was off. The district manager had changed his mind and decided to promote someone within his own office. Mary was understandably very hurt. What should Mary do?

1. tell the personnel director how hurt she really is.
2. say nothing but begin looking for a new job.
3. write a letter to the district manager stating her feelings about the unfair treatment she believes she has received.
4. take the day off.
5. say nothing to the personnel director or district manager but let her "hair down" with her co-workers.

Combined Group Results. In the situation where an employee feels badly about a promotion promised, then denied, 54 percent of the respondents chose "write a letter to the district manager stating her feelings about the unfair treatment she believed she had received" as the best course of action. Thirty-two percent chose "tell the personnel director how hurt she really is" and seven percent selected "say nothing but begin looking for a new job." Only three percent indicated "say nothing to the personnel director or district manager but let her hair down with her co-workers," and only two percent selected "take the day off."

Table CVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	EMPLOYED RELATED (N=351)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=35)	TOTAL (N=492)
1	N=115 %=33	N=10 %=38	N=25 %=31	N=9 %=26	N=159 %=32
2	N=26 %=7	N=2 %=8	N=6 %=8	N=4 %=11	N=38 %=8
3	N=193 %=55	N=13 %=50	N=46 %=58	N=18 %=51	N=270 %=55
4	N=6 %=2	N=0 %=0	N=2 %=3	N=0 %=0	N=8 %=2
5	N=11 %=3	N=1 %=4	N=1 %=1	N=4 %=11	N=17 %=3

χ^2 with 12 d.f. = 5.81 ($p \leq .9253$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CVI).

Table CVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	BUSINESS (N=117)	TECHNICAL & INDUSTRIAL (N=222)	OTHER (N=171)	TOTAL (N=510)
1	N=42 %=36	N=75 %=34	N=50 %=29	N=167 %=33
2	N=9 %=8	N=17 %=8	N=12 %=7	N=38 %=7
3	N=59 %=50	N=120 %=54	N=99 %=58	N=278 %=55
4	N=4 %=3	N=4 %=2	N=2 %=1	N=10 %=2
5	N=3 %=3	N=6 %=3	N=8 %=5	N=17 %=3

χ^2 with 8 d.f. = 3.01 ($p \leq .9336$) 134

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see CVII).

Table CVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	RURAL (N=99)	URBAN (N=411)	TOTAL (N=510)
1	N=36 %36	N=131 %32	N=167 %33
2	N=7 %7	N=31 %8	N=38 %7
3	N=49 %49	N=229 %56	N=278 %55
4	N=2 %2	N=8 %2	N=10 %2
5	N=5 %5	N=12 %3	N=17 %3

χ^2 with 4 d.f. = 1.36 ($p \leq .8505$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CVIII).

Table CIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	MALE (N=318)	FEMALE (N=192)	TOTAL (N=510)
1	N=112 %35	N=55 %29	N=167 %33
2	N=21 %7	N=17 %9	N=38 %7
3	N=167 %53	N=111 %58	N=278 %55
4	N=5 %2	N=5 %3	N=10 %2
5	N=13 %4	N=4 %2	N=17 %3

χ^2 with 4 d.f. = 3.58 ($p \leq .4653$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CIX).

Table CX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	INEXPERIENCED (N=151)	EXPERIENCED (N=113)	TOTAL (N=264)
1	N=44 %=29	N=46 %=41	N=90 %=34
2	N=10 %=7	N=10 %=9	N=20 %=8
3	N=89 %=59	N=49 %=43	N=138 %=52
4	N=2 %=1	N=4 %=4	N=6 %=2
5	N=6 %=4	N=4 %=4	N=10 %=4

χ^2 with 4 d.f. = 5.69 ($p \leq .2235$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .2235$). Fifty-nine percent of the Inexperienced compared to 43 percent of the Experienced chose "Mary should write a letter to the district manager stating her feelings about the unfair treatment she believes she has received." Twenty-nine percent of the Inexperienced in contrast to 41 percent of the Experienced indicated "Mary should tell the personnel director how hurt she really is" as the best alternative (see Table CX).

Item 22

All the office staff at Etna take a little extra time at breaks and lunch hour. A fair amount of socializing also goes on. Chris is certain she is no worse than any of the others. She has just been reprimanded by her immediate supervisor. What should Chris do?

1. assume she's being the scapegoat and go on behaving as before knowing that she can't be fired because it would be discriminatory.
2. cool it for awhile.
3. inform her co-workers of her supervisor's remarks and organize an informal boycott.
4. ask to be transferred.
5. explain to her supervisor that she thinks he has been unfair because her behavior is standard for the company.

Combined Group Results. Fifty percent of the respondents indicated that an employee who had been reprimanded by the supervisor for taking extra time on breaks and lunch should "cool it for awhile." Forty-three percent of the respondents chose that she should "explain to her supervisor that she thinks he has been unfair because her behavior is standard for the company," and two percent of the respondents selected that she should "ask to be transferred."

Table CXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	EMPLOYED RELATED (N=350)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=33)	TOTAL (N=488)
1	N=4 %=1	N=0 %=0	N=1 %=1	N=0 %=0	N=5 %=1
2	N=180 %=51	N=12 %=46	N=43 %=54	N=15 %=45	N=250 %=51
3	N=6 %=2	N=0 %=0	N=0 %=0	N=1 %=3	N=7 %=1
4	N=3 %=.86	N=1 %=4	N=2 %=3	N=2 %=6	N=8 %=2
5	N=157 %=45	N=13 %=50	N=33 %=42	N=15 %=45	N=218 %=45

χ^2 with 12 d.f. = 3.45 ($p \leq .9915$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CXI).

Table CXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	BUSINESS (N=114)	TECHNICAL & INDUSTRIAL (N=221)	OTHER (N=169)	TOTAL (N=504)
1	N=0 %=0	N=2 %=.90	N=5 %=3	N=7 %=1
2	N=57 %=50	N=121 %=55	N=79 %=47	N=257 %=51
3	N=0 %=0	N=4 %=2	N=3 %=2	N=7 %=1
4	N=3 %=3	N=1 %=.45	N=4 %=2	N=8 %=2
5	N=54 %=47	N=93 %=42	N=78 %=46	N=225 %=45

χ^2 with 8 d.f. = 6.82 ($p \leq .5563$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CXII).

Table CXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	RURAL (N=97)	URBAN (N=407)	TOTAL (N=504)
1	N=4 %=4	N=3 %=.74	N=7 %=1
2	N=48 %=49	N=209 %=51	N=257 %=51
3	N=3 %=3	N=4 %=.98	N=7 %=1
4	N=5 %=5	N=3 %=.74	N=8 %=1
5	N=37 %=38	N=188 %=46	N=225 %=45

χ^2 with 4 d.f. = 13.52 ($p \leq .0090$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0090$). Forty-six percent of the Urban compared to 38 percent of the Rural graduates selected "Chris should explain to her supervisor that she thinks he has been unfair because her behavior is standard for the company" as the best alternative (see Table CXIII).

Table CXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	MALE (N=316)	FEMALE (N=188)	TOTAL (N=504)
1	N=5 %=2	N=2 %=1	N=7 %=1
2	N=161 %=51	N=96 %=51	N=257 %=51
3	N=6 %=2	N=1 %=.53	N=7 %=1
4	N=4 %=1	N=4 %=2	N=8 %=2
5	N=140 %=44	N=85 %=45	N=225 %=45

χ^2 with 4 d.f. = .91 ($p \leq .9231$) 139

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CXIV).

Table CXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	INEXPERIENCED (N=151)	EXPERIENCED (N=106)	TOTAL (N=257)
1	N=3 %=2	N=0 %=0	N=3 %=1
2	N=74 %=49	N=43 %=41	N=117 %=46
3	N=5 %=3	N=1 %=.94	N=6 %=2
4	N=6 %=4	N=0 %=0	N=6 %=2
5	N=63 %=42	N=62 %=58	N=125 %=49

χ^2 with 4 d.f. = 8.15 ($p \leq .0864$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0864$). Fifty-eight percent of the Experienced respondents compared to 42 percent of the Inexperienced chose "Chris should explain to her supervisor that she thinks he has been unfair because her behavior is standard for the company" as the best alternative. Forty-nine percent of the Inexperienced and 41 percent of the Experienced selected "cool it for awhile" as more appropriate (see Table CXV).

Item 23A

It is the busiest time of the year at the plant where Joe works. Joe's company has a policy of granting personal leave for deaths in the family but not for friends or associates. One of Joe's very close friends has suddenly died. Joe thinks that he has to attend the funeral. Joe considers the following options:

1. call in sick, he hasn't used any sick leave in two years.
2. call in and say that there has been a death in the family and he is taking off for the funeral.
3. call the boss, explain how he feels, and request the time off.
4. go in to work to see how things are. If things are going well ask for time off for the funeral. If not, stay at work.

Which would most likely cause the least problems for Joe's boss? _____

Combined Group Results. In the situation described above, 46 percent of the respondents indicated that the employer would be least likely to experience problems if the employee were to "go into work and see how things were going. If things were going well he should ask for time off, if not, stay at work." Twenty-seven percent of the respondents chose "call the boss, explain how he feels and request the time off," 15 percent selected "call in sick--he hasn't used any sick leave in two years," and four percent chose "call in and say that there has been a death in the family . . ."

Table CXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 23A

RESPONSE	EMPLOYED RELATED (N=320)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=33)	TOTAL (N=458)
1	N=42 %=13	N=6 %=23	N=13 %=16	N=7 %=21	N=68 %=15
2	N=16 %=5	N=1 %=4	N=2 %=3	N=1 %=3	N=20 %=4
3	N=94 %=29	N=7 %=27	N=26 %=33	N=5 %=15	N=132 %=29
4	N=168 %=53	N=12 %=46	N=38 %=48	N=20 %=61	N=238 %=52

χ^2 with 9 d.f. = 4.83 ($p \leq .8490$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CXVI).

Table CXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 23A

RESPONSE	BUSINESS (N=113)	TECHNICAL & INDUSTRIAL (N=210)	OTHER (N=152)	TOTAL (N=475)
1	N=21 %=19	N=36 %=17	N=18 %=12	N=75 %=16
2	N=6 %=5	N=8 %=4	N=6 %=4	N=20 %=4
3	N=29 %=26	N=52 %=25	N=58 %=38	N=139 %=29
4	N=57 %=50	N=114 %=54	N=70 %=46	N=241 %=51

χ^2 with 6 d.f. = 8.47 ($p \leq .2055$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .2055$). In determining what would cause the least problems for Joe's boss regarding his attending the funeral, 50 percent of the Business and 54 percent of the Technical and Industrial compared to 46 percent of the Others indicated that "Joe should to into work and see how things are. If things are going well, ask for time off for the funeral. If not, stay at work" (see Table CXVII).

Table CXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 23A

RESPONSE	RURAL (N=84)	URBAN (N=391)	TOTAL (N=475)
1	N=15 %=18	N=60 %=15	N=75 %=16
2	N=5 %=6	N=15 %=4	N=20 %=4
3	N=30 %=36	N=109 %=28	N=139 %=29
4	N=34 %=40	N=207 %=53	N=241 %=51

χ^2 with 3 d.f. = 3.53 ($p \leq .3164$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CXVIII).

Table CXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 23A

RESPONSE	MALE (N=296)	FEMALE (N=179)	TOTAL (N=475)
1	N=52 %=18	N=23 %=13	N=75 %=16
2	N=12 %=4	N=8 %=4	N=20 %=4
3	N=81 %=27	N=58 %=32	N=139 %=29
4	N=151 %=51	N=90 %=50	N=241 %=51

χ^2 with 3 d.f. = 2.60 ($p \leq .4579$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CXIX).

Table CXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 23A

RESPONSE	INEXPERIENCED (N=138)	EXPERIENCED (N=104)	TOTAL (N=242)
1	N=16 %=12	N=14 %=13	N=30 %=12
2	N=8 %=9	N=3 %=3	N=11 %=5
3	N=53 %=38	N=28 %=27	N=81 %=33
4	N=61 %=44	N=59 %=57	N=120 %=50

χ^2 with 3 d.f. = 4.25 ($p \leq .2359$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .2359$). When deciding which would most likely cause the least problems for Joe's boss regarding the funeral, 57 percent of the Experienced compared to 44 percent of the Inexperienced indicated that "Joe should go into work and see how things are . . ." Thirty-eight percent of the Inexperienced in contrast to 27 percent of the Experienced chose "Joe should call the boss, explain how he feels and request time off" (see Table CXX).

Item 23B

It is the busiest time of the year at the plant where Joe works. Joe's company has a policy of granting personal leave for deaths in the family but not for friends or associates. One of Joe's very close friends has suddenly died. Joe thinks that he has to attend the funeral. Joe considers the following options:

1. call in sick, he hasn't used any sick leave in two years.
2. call in and say that there has been a death in the family and he is taking off for the funeral.
3. call the boss, explain how he feels, and request the time off.
4. go in to work to see how things are. If things are going well ask for time off for the funeral. If not, stay at work.

What should Joe do? _____

Combined Group Results. Sixty-three percent of the respondents indicated that an employee who wanted time off contrary to company policy should "call the boss, explain how he feels and request the time off," 14 percent chose "go into work and see how things are . . .," 11 percent selected "call in sick . . ." and three percent selected "call in and say that there had been a death in the family . . ."

Table CXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 23B

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=32)	TOTAL (N=453)
1	N=35 %=11	N=3 %=12	N=12 %=15	N=3 %=9	N=53 %=12
2	N=10 %=3	N=0 %=0	N=2 %=3	N=0 %=0	N=12 %=3
3	N=229 %=72	N=20 %=77	N=50 %=63	N=21 %=66	N=320 %=71
4	N=42 %=13	N=3 %=12	N=15 %=19	N=8 %=25	N=68 %=15

χ^2 with 9 d.f. = 4.38 ($p \leq .8845$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CXXI).

Table CXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 23B

RESPONSE	BUSINESS (N=112)	TECHNICAL & INDUSTRIAL (N=206)	OTHER (N=152)	TOTAL (N=470)
1	N=9 %=8	N=30 %=15	N=18 %=12	N=57 %=12
2	N=2 %=2	N=4 %=2	N=8 %=5	N=14 %=3
3	N=82 %=73	N=142 %=69	N=105 %=69	N=329 %=70
4	N=19 %=17	N=30 %=15	N=21 %=14	N=70 %=15

χ^2 with 6 d.f. = 5.05 ($p \leq .5377$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CXXII).

Table CXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 23B

RESPONSE	RURAL (N=83)	URBAN (N=387)	TOTAL (N=470)
1	N=7 %=8	N=50 %=13	N=57 %=12
2	N=3 %=4	N=11 %=3	N=14 %=3
3	N=59 %=71	N=270 %=70	N=329 %=70
4	N=14 %=17	N=56 %=14	N=70 %=15

χ^2 with 3 d.f. = .93 ($p \leq .8193$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CXXIII).

Table CXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 23B

RESPONSE	MALE (N=292)	FEMALE (N=178)	TOTAL (N=470)
1	N=41 %=14	N=16 %=9	N=57 %=12
2	N=7 %=2	N=7 %=4	N=14 %=3
3	N=197 %=67	N=132 %=74	N=329 %=70
4	N=47 %=16	N=23 %=13	N=70 %=15

χ^2 with 3 d.f. = 4.66 ($p \leq .1986$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1986$). In determining what Joe should do regarding the funeral, 67 percent of the Males compared to 74 percent of Females indicated that "Joe should call the boss, explain how he feels and request time off." Fourteen percent of the Males compared to nine percent of the Females chose "call in sick . . ." (see Table CXXIV).

Table CXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 23B

RESPONSE	INEXPERIENCED (N=138)	EXPERIENCED (N=103)	TOTAL (N=241)
1	N=14 %=10	N=6 %=6	N=20 %=8
2	N=4 %=3	N=1 %=.97	N=5 %=2
3	N=99 %=72	N=77 %=75	N=176 %=73
4	N=21 %=15	N=19 %=18	N=40 %=17

χ^2 with 3 d.f. = 1.43 ($p \leq .6990$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CXXV).

Item 24

When Sue was hired as a bookkeeper she was told that straightening out the books would require a lot of effort but that if she did it she would get a raise. She did it, but the company is not currently in good financial condition. Sue has not received a raise nor has her boss mentioned anything about it. What should Sue do or say?

1. begin dropping hints like coming to work dressed in raggedy old clothes and telling people if asked about her dress, "I can't afford better clothes."
2. do nothing--the company's temporary financial condition is enough explanation. When things are better she should ask for a raise if she doesn't automatically get it.
3. confront her boss directly with his promise and ask for the raise.
4. begin looking for another job.
5. stop working so hard.

Combined Group Results. In the situation described above where Sue was promised a raise but now with the company in bad financial condition, 63 percent of the respondents indicated she should "do nothing . . ." Thirty-four percent indicated that she should "confront her boss directly with his promise and ask for a raise."

Table CXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	EMPLOYED RELATED (N=352)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=34)	TOTAL (N=492)
1	N=1 %=.28	N=0 %=0	N=0 %=0	N=0 %=0	N=1 %=.20
2	N=231 %=66	N=12 %=46	N=49 %=61	N=23 %=68	N=315 %=64
3	N=116 %=33	N=14 %=54	N=29 %=36	N=11 %=32	N=170 %=35
4	N=2 %=.57	N=0 %=0	N=1 %=1	N=0 %=0	N=3 %=.61
5	N=2 %=.57	N=0 %=0	N=1 %=1	N=0 %=0	N=3 %=.61

χ^2 with 12 d.f. = 3.75 ($p \leq .9875$)

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Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CXXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CXXVI).

Table CXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	BUSINESS (N=116)	TECHNICAL & INDUSTRIAL (N=221)	OTHER (N=172)	TOTAL (N=509)
1	N=1 %=.86	N=0 %=0	N=0 %=0	N=1 %=.20
2	N=74 %=64	N=130 %=59	N=121 %=70	N=325 %=64
3	N=41 %=35	N=85 %=38	N=50 %=29	N=176 %=35
4	N=0 %=0	N=3 %=1	N=0 %=0	N=3 %=.59
5	N=0 %=0	N=3 %=1	N=1 %=.58	N=4 %=.79

χ^2 with 8 d.f. = 6.31 ($p \leq .6131$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CXXVII).

Table CXXVII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	RURAL (N=98)	URBAN (N=411)	TOTAL (N=509)
1	N=0 %=0	N=1 %=.24	N=1 %=.20
2	N=70 %=71	N=255 %=62	N=325 %=64
3	N=28 %=29	N=148 %=36	N=176 %=35
4	N=0 %=0	N=3 %=.73	N=3 %=.59
5	N=0 %=0	N=4 %=.97	N=4 %=.79

χ^2 with 4 d.f. = 2.14 ($p \leq .7100$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CXXVIII).

Table CXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	MALE (N=316)	FEMALE (N=193)	TOTAL (N=509)
1	N=1 %=.32	N=0 %=0	N=1 %=.20
2	N=187 %=59	N=138 %=72	N=325 %=64
3	N=121 %=38	N=55 %=29	N=176 %=35
4	N=3 %=.95	N=0 %=0	N=3 %=.59
5	N=4 %=1	N=0 %=0	N=4 %=.79

χ^2 with 4 d.f. = 7.38 ($p \leq .1171$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1171$). In determining how Sue should handle the fact that she did not get the raise she was promised, 72 percent of the Males compared to 59 percent of the Females indicated that "Sue should do nothing. The company's temporary financial condition is enough explanation . . ." Thirty-eight percent of the Males compared to 29 percent of the Females chose "Sue should confront her boss directly with his promise and ask for the raise" (see Table CXXIX).

Table CXXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	INEXPERIENCED (N=152)	EXPERIENCED (N=110)	TOTAL (N=262)
1	N=0 %=0	N=0 %=0	N=0 %=0
2	N=103 %=68	N=76 %=69	N=179 %=68
3	N=48 %=32	N=34 %=31	N=82 %=31
4	N=1 %=.66	N=0 %=0	N=1 %=.38
5	N=0 %=0	N=0 %=0	N=0 %=0

χ^2 with 2 d.f. = .00 ($p \leq .9986$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CXXX).

Item 25

The owner of the food store which Robert manages is an alcoholic. As a result, Robert has been taking on more of the day-to-day responsibilities of running the store. At a Chamber of Commerce luncheon, an executive at a larger chain store for whom Robert would like to work asks Robert if his boss is still drinking heavily. How should Robert respond?

1. "Yes, he's drinking quite a bit and I've had to take over most of the responsibilities of running the store."
2. "I really can't say. Mr. Larson (the owner) has decided to be less involved in the daily operation of the store. As a result I've had little contact with him."
3. "I wouldn't want to say anything one way or the other. If he is, the business hasn't suffered any."
4. "Please don't repeat this, but his drinking has become a problem. He's such a nice man though and I've been able to cover for him pretty well."
5. "This is the first I've heard of a drinking problem. You've probably just heard a rumor started by someone who doesn't like him."

Combined Group Results. Asked about his boss's alcoholism by an executive in a competing firm where the employee would like to work, 62 percent of the respondents indicated the individual should say "I really can't say . . .," 24 percent selected "I wouldn't want to say one way or the other . . .," nine percent chose "Yes, he's been drinking quite a bit . . .," four percent picked "Please don't repeat this but his drinking . . .," and one percent chose "This is the first I've heard of a drinking problem . . ."

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=498)
1	N=24 %=7	N=2 %=8	N=12 %=15	N=5 %=14	N=43 %=9
2	N=222 %=63	N=12 %=46	N=50 %=62	N=20 %=56	N=304 %=61
3	N=92 %=26	N=8 %=31	N=15 %=19	N=8 %=22	N=123 %=25
4	N=11 %=3	N=3 %=12	N=4 %=5	N=3 %=8	N=21 %=4
5	N=6 %=2	N=1 %=4	N=0 %=0	N=0 %=0	N=7 %=1

χ^2 with 12 d.f. = 10.76 ($p \leq .5496$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CXXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CXXXI).

Table CXXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=173)	TOTAL (N=516)
1	N=9 %=8	N=24 %=11	N=12 %=7	N=45 %=9
2	N=80 %=67	N=120 %=54	N=119 %=69	N=319 %=62
3	N=24 %=20	N=64 %=29	N=36 %=21	N=124 %=24
4	N=5 %=4	N=12 %=5	N=4 %=2	N=21 %=4
5	N=1 %=.84	N=4 %=2	N=2 %=1	N=7 %=1

χ^2 with 8 d.f. = 9.94 ($p \leq .2689$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CXXXII).

Table CXXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	RURAL (N=100)	URBAN (N=416)	TOTAL (N=516)
1	N=9 %=9	N=36 %=9	N=45 %=9
2	N=60 %=60	N=259 %=62	N=319 %=62
3	N=24 %=24	N=100 %=24	N=124 %=24
4	N=6 %=6	N=15 %=4	N=21 %=4
5	N=1 %=1	N=6 %=1	N=7 %=1

χ^2 with 4 d.f. = .66 ($p \leq .9563$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CXXXIII).

Table CXXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	MALE (N=320)	FEMALE (N=196)	TOTAL (N=516)
1	N=30 %=9	N=15 %=8	N=45 %=9
2	N=189 %=59	N=130 %=66	N=319 %=62
3	N=79 %=25	N=45 %=23	N=124 %=24
4	N=17 %=5	N=4 %=2	N=21 %=4
5	N=5 %=2	N=2 %=1	N=7 %=1

χ^2 with 4 d.f. = 3.71 ($p \leq .4468$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CXXXIV).

Table CXXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=21 %=14	N=9 %=8	N=30 %=11
2	N=85 %=56	N=74 %=64	N=159 %=59
3	N=35 %=23	N=28 %=24	N=63 %=24
4	N=10 %=7	N=3 %=3	N=13 %=5
5	N=2 %=1	N=1 %=.87	N=3 %=1

χ^2 with 4 d.f. = 3.63 ($p \leq .4580$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CXXXV).

Item 26A

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls alot.
2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.
3. Carl does his best work when the boss is around. He goes out of his way to "polish the boss's apple." He gets along alright with most of the other workers but some people think he has a big mouth.
4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

Assume all the men above had equal longevity and there was a downturn in the business's cycle. Who do you think would be laid off first: _____
 second: _____ third: _____ fourth: _____

Combined Group Results. Given four men of differing characteristics with equal longevity and a downturn in the business cycle, respondents were asked to rank who would be laid off first. Respondents were generally mixed in their rankings. Forty percent of the respondents indicated that Carl, the apple polisher, should be laid off first and 40 percent of the respondents indicated that Bill, the average worker, should be laid off first.

Table CXXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED,
UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(26A 1-2)

	1				2			
	EMPLOYED RELATED (N=351)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=35)	EMPLOYED RELATED (N=327)	EMPLOYED UNRELATED (N=25)	UNDER- EMPLOYED (N=72)	UNEMPLOYED (N=32)
A1	N=64 %=18	N= 5 %=19	N=18 %=23	N=8 %=23	N=54 %=17	N=3 %=12	N=12 %=17	N=3 %=9
Bill	N=55 %=16	N=11 %=42	N=14 %=18	N=4 %=11	N=55 %=17	N=3 %=12	N=12 %=17	N=5 %=16
Carl	N=150 %=43	N=8 %=31	N=26 %=33	N=12 %=34	N=107 %=33	N=12 %=48	N=23 %=32	N=12 %=38
Dave	N=82 %=23	N=2 %=8	N=21 %=27	N=11 %=31	N=111 %=34	N=7 %=28	N=25 %=35	N=12 %=38

 $p \leq .1091$ $p \leq .9897$

125

Employment Status. In the analysis by employment status, significant differences were found for the following response: the ranking of which man should be laid off first was significant at .1091 (see Table CXXXVI).

Table CXXXVIA

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED,
UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(26A 3-4)

	3				4			
	EMPLOYED RELATED (N=326)	EMPLOYED UNRELATED (N=25)	UNDER- EMPLOYED (N=72)	UNEMPLOYED (N=32)	EMPLOYED RELATED (N=328)	EMPLOYED UNRELATED (N=25)	UNDER- EMPLOYED (N=72)	UNEMPLOYED (N=32)
A1	N=114 %=35	N=6 %=24	N=18 %=25	N=12 %=38	N=97 %=30	N=11 %=44	N=26 %=36	N=11 %=34
Bill	N=75 %=23	N=4 %=16	N=14 %=19	N=7 %=22	N=148 %=45	N=7 %=28	N=32 %=44	N=16 %=50
Carl	N=46 %=14	N=4 %=16	N=19 %=26	N=7 %=22	N=33 %=10	N=2 %=8	N=6 %=8	N=1 %=3
Dave	N=91 %=28	N=11 %=44	N=21 %=29	N=6 %=19	N=50 %=15	N=5 %=20	N=8 %=11	N=4 %=13

$p \leq .3814$

$p \leq .8826$

Table CXXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(26A 1-4)

	1			2			3			4		
	BUS* (N=118)	T&I* (N=221)	OTHER (N=168)	BUS* (N=107)	T&I* (N=205)	OTHER (N=159)	BUS* (N=107)	T&I* (N=204)	OTHER (N=158)	BUS* (N=107)	T&I* (N=206)	OTHER (N=159)
A1	N=28 %=24	N=38 %=17	N=31 %=18	N=20 %=19	N=28 %=14	N=27 %=17	N=31 %=29	N=76 %=37	N=47 %=30	N=29 %=27	N=67 %=33	N=56 %=35
Bill	N=15 %=13	N=43 %=19	N=29 %=17	N=14 %=13	N=34 %=17	N=30 %=19	N=22 %=21	N=47 %=23	N=38 %=24	N=56 %=52	N=83 %=40	N=66 %=42
Carl	N=50 %=42	N=82 %=37	N=73 %=43	N=41 %=38	N=74 %=36	N=45 %=28	N=16 %=15	N=31 %=15	N=29 %=18	N=7 %=7	N=21 %=10	N=14 %=9
Dave	N=25 %=21	N=58 %=26	N=35 %=21	N=32 %=30	N=69 %=34	N=57 %=36	N=38 %=36	N=50 %=25	N=44 %=28	N=15 %=14	N=35 %=17	N=23 %=14
	$p \leq .3797$			$p \leq .4663$			$p \leq .3994$			$p \leq .4824$		

*BUS - BUSINESS

*T&I - TECHNICAL AND INDUSTRIAL

Table CXXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(26A 1-4)

	1		2		3		4	
	RURAL (N=98)	URBAN (N=409)	RURAL (N=86)	URBAN (N=385)	RURAL (N=86)	URBAN (N=383)	RURAL (N=87)	URBAN (N=385)
A1	N=19 Z=19	N=78 Z=19	N=25 Z=29	N=50 Z=13	N=26 Z=30	N=128 Z=33	N=16 Z=18	N=136 Z=35
Bill	N=10 Z=10	N=77 Z=19	N=7 Z=8	N=71 Z=18	N=18 Z=21	N=89 Z=23	N=53 Z=61	N=152 Z=39
Carl	N=46 Z=47	N=159 Z=39	N=30 Z=35	N=130 Z=34	N=10 Z=12	N=66 Z=17	N=5 Z=6	N=37 Z=10
Dave	N=23 Z=23	N=95 Z=23	N=24 Z=28	N=134 Z=35	N=32 Z=37	N=100 Z=26	N=13 Z=15	N=60 Z=16
	p≤.1949		p≤.0007		p≤.1857		p≤.0018	

Locale of Training. In the analysis by locale, significant differences were found for the following responses. The ranking of which man should be laid off first was significant at .1949. The ranking of which man should be laid off second was significant at .0007. The ranking of which man should be laid off third was significant at .1857. The ranking of which man should be alid off fourth was significant at .0018 (see Table CXXXVIII).

Table CXXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(26A 1-4)

	1		2		3		4	
	MALE (N=315)	FEMALE (N=192)	MALE (N=294)	FEMALE (N=177)	MALE (N=292)	FEMALE (N=177)	MALE (N=295)	FEMALE (N=177)
Al	N=64 %=20	N=33 %=17	N=41 %=14	N=34 %=19	N=97 %=33	N=57 %=32	N=98 %=33	N=54 %=30
Bill	N=65 %=20	N=22 %=11	N=48 %=16	N=30 %=17	N=68 %=23	N=39 %=22	N=117 %=40	N=88 %=50
Carl	N=113 %=36	N=32 %=48	N=104 %=35	N=51 %=32	N=50 %=17	N=26 %=15	N=32 %=11	N=10 %=6
Dave	N=73 %=23	N=45 %=23	N=101 %=34	N=57 %=32	N=77 %=26	N=55 %=31	N=48 %=16	N=25 %=14

 $p \leq .0132$ $p \leq .4656$ $p \leq .7103$ $p \leq .0890$

Sex. In the analysis by sex, significant differences were found for the following responses. The ranking of which man should be laid off first was significant at .0132. The ranking of which man should be laid off fourth was significant at .0890 (see Table CXXXIX).

Table CXL

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(26A 1-4)

	1		2		3		4	
	INEXP* (N=152)	EXP* (N=112)	INEXP* (N=135)	EXP* (N=102)	INEXP* (N=134)	EXP* (N=102)	INEXP* (N=136)	EXP* (N=102)
A1	N=20 %=13	N=32 %=29	N=27 %=20	N=12 %=12	N=53 %=40	N=28 %=27	N=35 %=26	N=37 %=36
Bill	N=26 %=17	N=18 %=16	N=15 %=11	N=20 %=20	N=29 %=22	N=24 %=24	N=68 %=50	N=39 %=38
Carl	N=66 %=43	N=36 %=32	N=46 %=34	N=39 %=38	N=15 %=11	N=23 %=23	N=15 %=11	N=8 %=8
Dave	N=40 %=26	N=26 %=23	N=47 %=35	N=31 %=30	N=37 %=28	N=27 %=26	N=18 %=13	N=18 %=18

 $p \leq .0170$ $p \leq .1186$ $p \leq .0650$ $p \leq .1513$

*INEXP - INEXPERIENCED

*EXP - EXPERIENCED

Experience (Age). In the analysis by experience, significant differences were found for the following responses. The ranking of which man should be laid off first was significant at .0170. The ranking of which man should be laid off second was significant at .1186. The ranking of which man should be laid off third was significant at .0650. The ranking of which man should be laid off fourth was significant at .1513 (see Table CXL).

Item 26B

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls alot.
2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.
3. Carl does his best work when the boss is around. He goes out of his way to "polish the boss's apple." He gets along alright with most of the other workers but some people think he has a big mouth.
4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

Assume business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend
 first: _____ second: _____ third: _____ fourth: _____

Combined Group Results. At a time when business is good, the foreman is promoted. Respondents were asked to rank four men with different characteristics as to the order in which the foreman would recommend them for promotion. Respondents were generally mixed in their rankings. Sixty percent of the respondents chose Bill, the average worker, to be promoted first.

Table CXLI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED,
UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(26B 1-2)

	1				2			
	EMPLOYED RELATED (N=352)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=35)	EMPLOYED RELATED (N=326)	EMPLOYED UNRELATED (N=25)	UNDER- EMPLOYED (N=71)	UNEMPLOYED (N=32)
A1	N=32 %=9	N=4 %=15	N=12 %=15	N=5 %=14	N=73 %=22	N=8 %=32	N=12 %=16	N=8 %=25
Bill	N=216 %=61	N=11 %=42	N=46 %=58	N=26 %=74	N=60 %=18	N=4 %=16	N=13 %=18	N=1 %=3
Carl	N=40 %=11	N=5 %=19	N=11 %=14	N=2 %=6	N=67 %=21	N=2 %=8	N=19 %=27	N=8 %=25
Dave	N=64 %=18	N=6 %=23	N=10 %=13	N=2 %=6	N=126 %=39	N=11 %=44	N=27 %=38	N=15 %=47

$p \leq .4506$

$p \leq .6093$

132

Employment Status. In the analysis by employment status, no significant differences were found (see Table CXLI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were found (see Table CXLI).

Table CXLIA

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED,
UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(26B 3-4)

	3				4			
	EMPLOYED RELATED (N=329)	EMPLOYED UNRELATED (N=25)	UNDER- EMPLOYED (N=73)	UNEMPLOYED (N=32)	EMPLOYED RELATED (N=326)	EMPLOYED UNRELATED (N=25)	UNDER- EMPLOYED (N=72)	UNEMPLOYED (N=32)
A1	N=94 %=29	N=5 %=20	N=18 %=25	N=3 %=9	N=134 %=41	N=9 %=36	N=30 %=42	N=16 %=50
Bill	N=38 %=12	N=5 %=20	N=13 %=18	N=7 %=22	N=24 %=7	N=5 %=20	N=6 %=8	N=1 %=3
Carl	N=110 %=33	N=9 %=36	N=24 %=33	N=14 %=44	N=116 %=36	N=9 %=36	N=19 %=26	N=8 %=25
Dave	N=87 %=26	N=6 %=24	N=18 %=25	N=8 %=25	N=52 %=16	N=2 %=8	N=17 %=24	N=7 %=22

 $p \leq .6088$
 $p \leq .4946$

Table CXLII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(26B 1-4)

	1			2			3			4		
	BUS* (N=118)	T&I* (N=221)	OTHER (N=170)	BUS* (N=105)	T&I* (N=206)	OTHER (N=158)	BUS* (N=107)	T&I* (N=207)	OTHER (N=160)	BUS* (N=105)	T&I* (N=206)	OTHER (N=159)
Al	N=12 %=10	N=23 %=10	N=18 %=11	N=20 %=19	N=53 %=26	N=32 %=20	N=25 %=23	N=48 %=23	N=51 %=32	N=51 %=49	N=85 %=41	N=60 %=38
Bill	N=79 %=67	N=129 %=58	N=102 %=60	N=21 %=20	N=29 %=14	N=32 %=20	N=9 %=8	N=38 %=18	N=16 %=10	N=6 %=6	N=17 %=8	N=14 %=9
Carl	N=7 %=6	N=34 %=15	N=19 %=11	N=21 %=20	N=41 %=20	N=34 %=22	N=43 %=40	N=69 %=33	N=53 %=33	N=35 %=33	N=67 %=33	N=56 %=35
Dave	N=20 %=17	N=35 %=16	N=31 %=18	N=43 %=41	N=83 %=40	N=60 %=38	N=30 %=28	N=52 %=25	N=40 %=25	N=13 %=12	N=37 %=18	N=29 %=18

 $p \leq .3015$ $p \leq .5936$ $p \leq .0698$ $p \leq .6213$

*BUS - BUSINESS

*T&I - TECHNICAL AND INDUSTRIAL

Training Program Completed. In the analysis by Voc-Tech training, a significant difference was found for the ranking of which man should be promoted first. It was significant at .0698 (see Table CXLII).

Table CXLIH

NUMBERS AND PERCENTAGES OF RURAL AND URBAN
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(26B 1-4)

	1		2		3		4	
	RURAL (N=98)	URBAN (N=411)	RURAL (N=87)	URBAN (N=382)	RURAL (N=88)	URBAN (N=386)	RURAL (N=88)	URBAN (N=382)
A1	N=10 %=10	N=43 %=10	N=25 %=29	N=80 %=21	N=24 %=27	N=100 %=26	N=30 %=34	N=166 %=43
Bill	N=68 %=69	N=242 %=59	N=13 %=15	N=69 %=18	N=7 %=8	N=56 %=15	N=6 %=9	N=31 %=8
Carl	N=8 %=8	N=52 %=13	N=13 %=15	N=83 %=22	N=31 %=35	N=134 %=35	N=37 %=42	N=121 %=32
Dave	N=12 %=12	N=74 %=18	N=36 %=41	N=150 %=40	N=26 %=30	N=96 %=25	N=15 %=17	N=64 %=17

 $p \leq .2265$ $p \leq .2625$ $p \leq .3946$ $p \leq .2671$

Locale of Training. In the analysis by locale, a significant difference was found for the ranking of which man should be promoted first. It was significant at .2265 (see Table CXLIH).

Table CXLIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(26B 1-4)

	1		2		3		4	
	MALE (N=314)	FEMALE (N=195)	MALE (N=292)	FEMALE (N=177)	MALE (N=295)	FEMALE (N=179)	MALE (N=293)	FEMALE (N=177)
A1	N=36 %=11	N=17 %=9	N=73 %=25	N=32 %=18	N=75 %=25	N=49 %=27	N=114 %=39	N=82 %=46
Bill	N=181 %=58	N=129 %=66	N=45 %=15	N=37 %=21	N=50 %=17	N=13 %=7	N=29 %=6	N=11 %=6
Carl	N=45 %=14	N=15 %=8	N=60 %=20	N=36 %=20	N=97 %=33	N=68 %=38	N=97 %=33	N=61 %=34
Dave	N=52 %=17	N=34 %=17	N=114 %=39	N=72 %=41	N=73 %=25	N=49 %=27	N=56 %=19	N=23 %=13

 $p \leq .0767$ $p \leq .2274$ $p \leq .0272$ $p \leq .1743$

Sex. In the analysis by sex, significant differences were found for the following responses. The ranking of which man should be promoted first was significant at .0767. The ranking of which man should be promoted second was significant at .2274. The ranking of which man should be promoted third was significant at .0272. The ranking of which man should be promoted fourth was significant at .1743 (see Table CXLIV).

Table CXLV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(26B 1-4)

	1		2		3		4	
	INEXP* (N=152)	EXP* (N=114)	INEXP* (N=135)	EXP* (N=102)	INEXP* (N=136)	EXP* (N=103)	INEXP* (N=136)	EXP* (N=102)
Al	N=17 Z=11	N=8 Z=7	N=29 Z=21	N=22 Z=22	N=44 Z=32	N=22 Z=21	N=50 Z=37	N=51 Z=50
Bill	N=95 Z=63	N=71 Z=62	N=28 Z=21	N=14 Z=14	N=13 Z=10	N=15 Z=15	N=8 Z=8	N=10 Z=10
Carl	N=15 Z=10	N=17 Z=15	N=24 Z=18	N=28 Z=27	N=45 Z=33	N=35 Z=34	N=53 Z=39	N=25 Z=25
Dave	N=25 Z=16	N=18 Z=16	N=54 Z=40	N=38 Z=37	N=34 Z=25	N=31 Z=30	N=25 Z=18	N=16 Z=16

 $p \leq .4577$ $p \leq .2402$ $p \leq .2221$ $p \leq .0561$

*INEXP - INEXPERIENCED

*EXP - EXPERIENCED

Experience (Age). In the analysis by experience, significant differences were found for the following responses. The ranking of which man should be promoted second was significant at .2402. The ranking of which man should be promoted third was significant at .2221. The ranking of which man should be promoted fourth was significant at .0561 (see Table CLXV).

Susan works in a small upholstery shop. Her employer handles all the orders. The business has been growing. The employer has been continuing to promise customers that orders will be ready in a few weeks despite increased work. Susan is working as hard as she can to keep up but she is getting worn out from the pressure. What should Susan do?

1. begin looking for another job. Her boss is taking advantage of her.
2. slow down to a normal pace. If the orders aren't ready, the employer will learn to set longer time limits.
3. tell her boss that she can't keep up with the pace.
4. continue to work hard. If the business continues to do well, she can ask for a raise or an assistant.

Combined Group Results. In a situation where an employee is becoming worn out from increasing pressure to produce, 56 percent of the respondents indicated that the employee should "tell her boss that she can't keep up with the pace," 28 percent of the respondents indicated that she should "continue to work hard--if the business continues to do well, she can ask for a raise or an assistant." Finally, 15 percent of the respondents selected "slow down to a normal pace--if the orders aren't ready, the employer will learn to set longer time limits."

Table CXLVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=498)
1	N=1 %=.28	N=0 %=0	N=0 %=0	N=2 %=6	N=3 %=.6
2	N=53 %=15	N=4 %=15	N=12 %=15	N=7 %=19	N=76 %=15
3	N=203 %=57	N=16 %=62	N=42 %=52	N=16 %=44	N=277 %=56
4	N=98 %=28	N=6 %=23	N=27 %=33	N=11 %=31	N=142 %=29

χ^2 with 9 d.f. = 9.64 ($p \leq .3807$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CXLVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CXLVI).

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=173)	TOTAL (N=516)
1	N=1 %=.84	N=0 %=0	N=3 %=2	N=4 %=.78
2	N=14 %=12	N=38 %=17	N=25 %=14	N=77 %=15
3	N=67 %=56	N=125 %=56	N=98 %=57	N=290 %=56
4	N=37 %=31	N=61 %=27	N=47 %=27	N=145 %=28

χ^2 with 6 d.f. = 3.32 ($p \leq .7677$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CXLVII).

Table CXLVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	RURAL (N=100)	URBAN (N=416)	TOTAL (N=516)
1	N=2 %=2	N=2 %=.48	N=4 %=.78
2	N=8 %=8	N=69 %=17	N=77 %=15
3	N=55 %=55	N=235 %=56	N=290 %=56
4	N=35 %=35	N=110 %=26	N=145 %=28

χ^2 with 3 d.f. = 6.09 ($p \leq .1074$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .1074$). Fifty-five percent of the Rural and 56 percent of the Urban graduates indicated that Susan should "tell her boss that she can't keep up with the pace." Thirty-five percent of the Rural and 26 percent of the Urban chose Susan should "continue to work hard. If the business continues to do well she can ask for a raise or an assistant" (see Table CXLVIII).

Table CXLIX

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NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	MALE (N=320)	FEMALE (N=196)	TOTAL (N=516)
1	N=3 %=.94	N=1 %=.51	N=4 %=.78
2	N=48 %=15	N=29 %=15	N=77 %=15
3	N=177 %=55	N=113 %=58	N=290 %=56
4	N=92 %=29	N=53 %=27	N=145 %=28

χ^2 with 3 d.f. = .15 ($p \leq .9847$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CXLIX).

Table CL

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=2 %=1	N=0 %=0	N=2 %=.75
2	N=19 %=12	N=19 %=17	N=38 %=14
3	N=81 %=53	N=71 %=62	N=152 %=57
4	N=51 %=53	N=25 %=22	N=76 %=28

χ^2 with 3 d.f. = 4.24 ($p \leq .2364$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .2364$). Fifty-three percent of the Inexperienced and 62 percent of the Experienced responded that Susan should "tell her boss that she can't keep up with the pace." Fifty-three percent of the Inexperienced and only 22 percent of the Experienced indicated that Susan should "continue to work hard. If the business continues to do well she can ask for a raise or an assistant" (see Table CL).

Item 28

Jack knows his boss is a terrible speller. Jack's boss gives him a letter to type and tells Jack that he should get it out as quickly as possible. Jack notices that the spelling on several of the words doesn't seem quite right. What should Jack do?

1. look up these words in the dictionary even if it takes longer.
2. just do as he's told and type the letter as it's written.
3. take the letter into his boss and ask him if the spelling of the words in question is correct.
4. type the letter as quickly as possible and change those errors he's sure of.

Combined Group Results. Given an individual who was hurried to finish a letter but noticed several spelling mistakes, 61 percent of the respondents indicated that the secretary should "look up these words in the dictionary even if it takes longer," 30 percent indicated that the individual should "type the letter as quickly as possible and change those errors he's sure of," eight percent indicated that he should "take the letter into his boss and ask him if the spelling of the words in question is correct," and one percent of the respondents chose "just do as he's told and type the letter as it's written."

Table CLI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	EMPLOYED RELATED (N=356)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=499)
1	N=220 %=62	N=12 %=46	N=53 %=65	N=21 %=58	N=306 %=61
2	N=6 %=2	N=0 %=0	N=0 %=0	N=0 %=0	N=6 %=1
3	N=24 %=7	N=2 %=8	N=5 %=6	N=6 %=17	N=37 %=7
4	N=106 %=30	N=12 %=46	N=23 %=28	N=9 %=25	N=150 %=30

χ^2 with 9 d.f. = 6.62 ($p \leq .6771$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CLI).

Employment Status & Voc-Tech Training. In the three-way analysis (Voc-Tech training/Employment status) significant differences ($p \leq .1197$) were found. Seventy percent of the Employed Other, 57 percent of the Unemployed Other, and only 39 percent of the Underemployed Other chose "look up the words . . ." An additional 56 percent of the Underemployed Other, 24 percent of the Employed Other and 21 percent of the Unemployed Other chose ". . . change those errors he's sure." Finally, 21 percent of the Unemployed Other indicated that it would be most appropriate to ask the boss if the spelling was correct (see Table CLI).

Table CLII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=174)	TOTAL (N=517)
1	N=81 %=68	N=123 %=55	N=113 %=65	N=317 %=61
2	N=1 %=.84	N=3 %=1	N=2 %=1	N=6 %=1
3	N=10 %=8	N=18 %=8	N=12 %=7	N=40 %=8
4	N=27 %=23	N=80 %=36	N=47 %=27	N=154 %=30

χ^2 with 6 d.f. = 7.16 ($p \leq .3063$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CLII).

Table CLIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	RURAL (N=100)	URBAN (N=417)	TOTAL (N=517)
1	N=62 %=62	N=255 %=61	N=317 %=61
2	N=3 %=3	N=3 %=.72	N=6 %=1
3	N=9 %=9	N=31 %=7	N=40 %=8
4	N=26 %=26	N=128 %=31	N=154 %=30

χ^2 with 3 d.f. = 2.46 ($p \leq .4825$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CLIII).

Table CLIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	MALE (N=320)	FEMALE (N=197)	TOTAL (N=517)
1	N=176 %=55	N=141 %=72	N=317 %=61
2	N=6 %=2	N=0 %=0	N=6 %=1
3	N=27 %=8	N=13 %=7	N=40 %=8
4	N=111 %=35	N=43 %=22	N=154 %=30

χ^2 with 3 d.f. = 14.12 ($p \leq .0028$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0028$). Fifty-five percent of the Males and 72 percent of the Females indicated that Jack should "look those words up in the dictionary even if it takes longer." Thirty-five percent of the Males and 22 percent of the Females indicated that Jack should "type the letter as quickly as possible and change those errors that he is sure of" (see Table CLIV).

Table CLV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=96 %=62	N=73 %=63	N=169 %=63
2	N=1 %=.65	N=1 %=.87	N=2 %=.74
3	N=19 %=12	N=7 %=6	N=26 %=10
4	N=38 %=25	N=34 %=30	N=72 %=27

χ^2 with 3 d.f. = 2.48 ($p \leq .4798$)

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Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CLV).

Item 29

Mary works as a bookkeeper in a busy health clinic. Her supervisor tells her that the regulations regarding insurance billings have been changed and she explains how Mary should follow the new regulations on future statements. As Mary reviews the regulations, she realizes she is still confused over several of the changes. Because Mary's supervisor is already irritable concerning the changes which must be made, what should Mary do?

1. continue to review the regulations and try to recall her supervisor's explanation of the necessary changes.
2. tell her supervisor she is confused and ask her supervisor to repeat the instructions so she won't make any mistakes.
3. make a list of questions and bring these to the supervisor after she reviews the regulations.
4. do the job as best she can and not bother her supervisor.

Combined Group Results. Given an employee still confused about new regulations after an explanation by an irritable supervisor, 63 percent of the respondents indicated that the employee should "make a list of questions and take them to the supervisor," 30 percent indicated that she should "tell her supervisor she is confused and ask her supervisor to repeat the instructions so she won't make any mistakes," and five percent of the respondents chose "continue to review the regulations and try to recall her supervisor's explanation of the necessary changes."

Table CLVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	EMPLOYED RELATED (N=354)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=497)
1	N=22 %=6	N=0 %=0	N=5 %=6	N=1 %=3	N=28 %=6
2	N=99 %=28	N=10 %=38	N=31 %=38	N=9 %=25	N=149 %=30
3	N=232 %=66	N=16 %=62	N=44 %=54	N=26 %=72	N=318 %=64
4	N=1 %=.28	N=0 %=0	N=1 %=1	N=0 %=0	N=2 %=.4

χ^2 with 9 d.f. = 4.93 ($p \leq .8402$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CLVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CLVI).

Table CLVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=222)	OTHER (N=174)	TOTAL (N=515)
1	N=5 %=4	N=15 %=7	N=8 %=5	N=28 %=5
2	N=25 %=21	N=86 %=39	N=45 %=26	N=156 %=30
3	N=88 %=74	N=121 %=55	N=120 %=69	N=329 %=64
4	N=1 %=.84	N=0 %=0	N=1 %=.57	N=2 %=.39

χ^2 with 6 d.f. = 15.18 ($p \leq .0189$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0189$). Seventy-four percent of the Business, 55 percent of the Technical and Industrial and 69 percent of the Others indicated that Mary should "make a list of the questions she has and bring these to the supervisor after she reviews the regulations." Only 39 percent of the Technical and Industrial, 26 percent of the Others and 21 percent of the Business chose "tell her supervisor she is confused . . ." (see Table CLVII).

Table CLVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	RURAL (N=100)	URBAN (N=415)	TOTAL (N=515)
1	N=3 %=3	N=25 %=6	N=28 %=5
2	N=41 %=41	N=115 %=28	N=156 %=30
3	N=56 %=56	N=273 %=66	N=329 %=64
4	N=0 %=0	N=2 %=.48	N=2 %=.39

χ^2 with 3 d.f. = 6.18 ($p \leq .1030$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .1030$). Fifty-six percent of the Rural and 66 percent of the Urban indicated that Mary should "make a list of questions and bring these to her supervisor after she reviews the regulations." Forty-one percent of the Rural and 28 percent of the Urban chose "tell her supervisor that she is confused and ask her supervisor to repeat the instructions so she won't make any mistakes" (see Table CLVIII).

Table CLIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	MALE (N=318)	FEMALE (N=197)	TOTAL (N=515)
1	N=19 %=6	N=9 %=5	N=28 %=5
2	N=112 %=35	N=44 %=22	N=156 %=30
3	N=185 %=58	N=144 %=73	N=329 %=64
4	N=2 %=.63	N=0 %=0	N=2 %=.39

χ^2 with 3 d.f. = 10.63 ($p \leq .0139$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0139$). Fifty-eight of the Males and 73 percent of the Females indicated that Mary should "make a list of questions and bring these to her supervisor after she reviews the regulations." Thirty-five percent of the Males and 22 percent of the Females indicated that Mary should "tell her supervisor that she is confused and ask her supervisor to repeat the instructions so she won't make any mistakes" (see Table CLIX).

Table CLX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=12 %=8	N=1 %=.87	N=13 %=5
2	N=56 %=36	N=30 %=26	N=86 %=32
3	N=86 %=56	N=84 %=73	N=170 %=63
4	N=0 %=0	N=0 %=0	N=0 %=0

χ^2 with 2 d.f. = 11.79 ($p \leq .0028$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0028$). Fifty-six percent of the Inexperienced and 73 percent of the Experienced indicated that Mary should "make a list of questions and bring these to her supervisor after she reviews the regulations." Thirty-six percent of the Inexperienced and 26 percent of the Experienced indicated that Mary should "tell her supervisor that she is confused and ask her supervisor to repeat the instructions so she won't make any mistakes" (see Table CLX).

Item 30

Pete has been employed at Basic Industries for six months as an inventory clerk. He's mastered his job and finds it boring. He works alone and has a lot of time when he's not busy. What should Pete do about his situation?

1. try to figure out a better, more effective way of doing his job.
2. ask his boss for a different job.
3. do his job quickly and use the time when he's not busy to study for other more interesting work.
4. finish his work and ask the boss for other things to do.

Combined Group Results. Given an individual who has mastered his job and now has a lot of time when he's not busy, 64 percent of the respondents indicated that the employee should finish his work and ask his boss for other things to do. Fourteen percent of the respondents indicated that the individual should "try to figure out a better, more effective way of doing his job." An additional 14 percent indicated that the individual should "do his job quickly and use the time when he's not busy to study for more interesting work." Finally, eight percent of the respondents chose "ask his boss for a different job."

Table CLXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 30

RESPONSE	EMPLOYED RELATED (N=356)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=499)
1	N=46 %=13	N=3 %=12	N=10 %=12	N=8 %=22	N=67 %=13
2	N=33 %=9	N=1 %=4	N=4 %=5	N=3 %=8	N=41 %=8
3	N=42 %=12	N=5 %=19	N=16 %=20	N=6 %=17	N=69 %=14
4	N=235 %=66	N=17 %=65	N=51 %=63	N=19 %=53	N=322 %=65

χ^2 with 9 d.f. = 6.33 ($p \leq .7066$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CLXI).

Employment Status & Voc-Tech Training. In the three-way analysis (Voc-Tech training/Employment status) significant differences ($p \leq .1264$) were found. Fifty-nine percent of the Employed Technical and Industrial, 58 percent of the Underemployed Technical and Industrial, and only 27 percent of the Unemployed Technical and Industrial indicated that the individual should "finish his work and ask the boss for more." An additional 28 percent of the Underemployed Technical and Industrial, 18 percent of the Unemployed Technical and Industrial, and 17 percent of the Employed Technical and Industrial indicated the individual should "do his job quickly . . ." Finally, 45 percent of the Unemployed Technical and Industrial felt that the individual should "try to figure out a better, more effective way of doing his job" (see Table CLXI).

Table CLXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 30

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=174)	TOTAL (N=517)
1	N=19 %=16	N=32 %=14	N=21 %=12	N=72 %=14
2	N=7 %=6	N=23 %=10	N=13 %=7	N=43 %=8
3	N=13 %=11	N=42 %=19	N=16 %=9	N=71 %=14
4	N=80 %=67	N=127 %=57	N=124 %=71	N=331 %=64

χ^2 with 6 d.f. = 13.72 ($p \leq .0329$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0329$). Sixty-seven percent of the Business, 57 percent of the Technical and Industrial compared with 71 percent of the Others indicated that Peter should "finish his work and ask his boss for other things to do" (see Table CLXII).

Table CLXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 30

RESPONSE	RURAL (N=100)	URBAN (N=417)	TOTAL (N=517)
1	N=12 %=12	N=60 %=14	N=72 %=14
2	N=2 %=2	N=41 %=10	N=43 %=8
3	N=10 %=10	N=61 %=15	N=71 %=14
4	N=76 %=76	N=255 %=61	N=331 %=64

χ^2 with 3 d.f. = 10.32 ($p \leq .0161$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0161$). Seventy-six percent of the Rural and 61 percent of the Urban respondents indicated that Peter should "finish his work and ask his boss for other things to do." Only 14 percent of the Urban and 12 percent of the Rural respondents indicated that he should "try to figure out a better way . . ." (see Table CLXIII).

Table CLXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 30

RESPONSE	MALE (N=320)	FEMALE (N=197)	TOTAL (N=517)
1	N=47 %=15	N=25 %=13	N=72 %=14
2	N=29 %=9	N=14 %=7	N=43 %=8
3	N=56 %=18	N=15 %=8	N=71 %=14
4	N=188 %=59	N=143 %=73	N=331 %=64

χ^2 with 3 d.f. = 13.23 ($p \leq .0042$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0042$). Fifty-nine percent of the Males compared with 73 percent of the Females indicated that Peter should "finish his work and ask his boss for other things to do" (see Table CLXIV).

Table CLXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 30

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=22 %=14	N=16 %=14	N=38 %=14
2	N=7 %=5	N=11 %=10	N=18 %=7
3	N=16 %=10	N=19 %=17	N=35 %=13
4	N=109 %=71	N=69 %=60	N=178 %=66

χ^2 with 3 d.f. = 5.54 ($p \leq .1360$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .1360$). Seventy-one percent of the Inexperienced and 60 percent of the Experienced indicated that Peter should "finish his work and ask his boss for other things to do." Only 14 percent of both groups chose "try to figure out a better way . . ." (see Table CLXV).

Item 31

Joanne was given a long list of names and addresses by her boss. Joanne was asked to send an advertising brochure to each person on the list and mail the brochures on her way home from work. Upon arriving home that night she realizes she left the completed letters on her desk. Joanne has a date she has to prepare for. What should Joanne do?

1. return to the office and get the letters.
2. go in early the next day and mail the letters. They probably would get to the recipients just as quickly.
3. call her employer and ask him if she can mail them on the way home the next day.
4. say nothing and mail them on the way home the next day.

Combined Group Results. Respondents were mixed as to what an employee should do after arriving home and realizing that she had forgotten to mail some letters. Thirty-five percent of the respondents indicated that the employee should "return to the office and get the letters," 34 percent of the respondents indicated that the employee should "go in early the next day and mail the letters," 28 percent of the respondents chose "call her employer and ask if she could mail them the next day," and finally, three percent of the respondents indicated that she should "say nothing and mail them on the way home."

Table CLXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=497)
1	N=130 %=37	N=6 %=23	N=24 %=30	N=14 %=39	N=174 %=35
2	N=117 %=33	N=7 %=27	N=31 %=39	N=10 %=28	N=165 %=33
3	N=95 %=27	N=11 %=42	N=24 %=30	N=12 %=33	N=142 %=29
4	N=13 %=4	N=2 %=8	N=1 %=1	N=0 %=0	N=16 %=3

χ^2 with 9 d.f. = 5.60 ($p \leq .7788$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CLXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CLXVI).

Table CLXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	BUSINESS (N=117)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=174)	TOTAL (N=515)
1	N=34 %=29	N=72 %=32	N=74 %=43	N=180 %=35
2	N=41 %=35	N=85 %=38	N=48 %=28	N=174 %=34
3	N=39 %=33	N=57 %=25	N=48 %=28	N=144 %=28
4	N=3 %=3	N=10 %=4	N=4 %=2	N=17 %=3

χ^2 with 6 d.f. = 9.27 ($p \leq .1588$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .1588$). Twenty-nine percent of the Business and 32 percent of the Technical and Industrial compared with 43 percent of the Others responded that Joanne should "return to the office and get the letters." Thirty-five percent of the Business and 38 percent of the Technical and Industrial compared with 28 percent of the Others indicated that Joanne should "go in early the next day and mail the letters" (see Table CLXVIII).

Table CLXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	RURAL (N=99)	URBAN (N=416)	TOTAL (N=515)
1	N=41 %=41	N=139 %=33	N=180 %=35
2	N=26 %=26	N=158 %=36	N=174 %=34
3	N=29 %=29	N=115 %=28	N=144 %=28
4	N=3 %=3	N=14 %=3	N=17 %=3

χ^2 with 3 d.f. = 3.06 ($p \leq .3822$) 192

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CLXVIII).

Table CLXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	MALE (N=3210)	FEMALE (N=195)	TOTAL (N=515)
1	N=112 %=35	N=68 %=35	N=180 %=35
2	N=106 %=33	N=68 %=35	N=174 %=34
3	N=89 %=28	N=55 %=28	N=144 %=28
4	N=13 %=4	N=4 %=2	N=17 %=3

χ^2 with 3 d.f. = 1.60 ($p \leq .6591$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CLXIX).

Table CLXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=53 %=35	N=47 %=41	N=100 %=37
2	N=52 %=34	N=37 %=32	N=89 %=33
3	N=40 %=26	N=30 %=26	N=70 %=26
4	N=8 %=5	N=1 %=.87	N=9 %=3

χ^2 with 3 d.f. = 3.08 ($p \leq .3797$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CLXX).

Item 32

Phil has been working at ACE Tire Company as a salesman for two years. Six months ago, a new store manager was hired to replace Phil's boss. The new manager has an abrupt manner and frequently puts Phil down in front of the other workers. As a result, Phil dreads coming in to work each morning and has begun to drink quite a bit at home. What should Phil do?

1. quit. No job is worth being degraded and hurting your family life.
2. begin looking for a new job, but stay at ACE Tire until he finds one.
3. talk to the manager and let him know his comments are upsetting.
4. try to avoid contact with the manager as much as possible.

Combined Group Results. Faced with a new manager who is abrupt and puts the employee down, 54 percent of the respondents indicated that the employee should "talk to the manager and let him know his comments are upsetting," 32 percent of the respondents indicated that the employee should "begin looking for a new job, but stay where he is until he finds one," and 12 percent of the respondents chose "quit. No job is worth being degraded and hurting your family life."

Table CLXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=23)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=495)
1	N=40 %=11	N=5 %=22	N=8 %=10	N=5 %=14	N=58 %=12
2	N=117 %=33	N=6 %=26	N=28 %=35	N=9 %=25	N=160 %=32
3	N=195 %=55	N=12 %=52	N=44 %=54	N=22 %=61	N=273 %=55
4	N=3 %=.85	N=0 %=0	N=1 %=1	N=0 %=0	N=4 %=.81

χ^2 with 9 d.f. = 2.10 ($p \leq .9897$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CLXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CLXXI).

Table CLXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	BUSINESS (N=118)	TECHNICAL & INDUSTRIAL (N=222)	OTHER (N=173)	TOTAL (N=513)
1	N=20 %=17	N=27 %=12	N=15 %=9	N=62 %=12
2	N=40 %=34	N=72 %=32	N=56 %=32	N=168 %=33
3	N=58 %=49	N=121 %=55	N=100 %=58	N=279 %=54
4	N=0 %=0	N=2 %=.90	N=2 %=1	N=4 %=.78

χ^2 with 6 d.f. = 4.37 ($p \leq .6274$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CLXXII).

Table CLXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	RURAL (N=98)	URBAN (N=415)	TOTAL (N=513)
1	N=17 %=17	N=45 %=11	N=62 %=12
2	N=24 %=24	N=144 %=35	N=168 %=33
3	N=57 %=58	N=222 %=53	N=279 %=54
4	N=0 %=0	N=4 %=.96	N=4 %=.78

χ^2 with 3 d.f. = 4.83 ($p \leq .1844$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .1844$). Fifty-eight percent of the Rural and 53 percent of the Urban respondents indicated that Phil should "talk to the manager and let him know that his comments are upsetting." This compares with 24 percent of the Rural and 35 percent of the Urban that indicated Phil should "begin looking for a new job, but stay at ACE Tire until he finds one" (see Table CLXXIII).

Table CLXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	MALE (N=317)	FEMALE (N=196)	TOTAL (N=513)
1	N=38 %=12	N=24 %=12	N=62 %=12
2	N=103 %=32	N=65 %=33	N=168 %=33
3	N=172 %=54	N=107 %=55	N=279 %=54
4	N=4 %=1	N=0 %=0	N=4 %=.78

χ^2 with 3 d.f. = 1.12 ($p \leq .7717$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CLXXIV).

Table CLXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=114)	TOTAL (N=267)
1	N=22 %=14	N=9 %=8	N=31 %=12
2	N=49 %=32	N=39 %=34	N=88 %=33
3	N=81 %=53	N=66 %=58	N=147 %=55
4	N=1 %=.65	N=0 %=0	N=1 %=.37

χ^2 with 3 d.f. = 2.09 ($p \leq .5543$)

196

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CLXXV).

Item 33

Jerry is a new worker at Etna. He shares an office with Will. Will plays a radio all the time. What is worse he has it tuned to Country and Western music which Jerry can't stand. Jerry likes classical music. Jerry has asked Will if he will turn the radio off when Jerry is in the office. Will says no, that rank and seniority has it privileges. What should Jerry do?

1. complain to the supervisor and ask to be moved to a different office.
2. bring in his own radio and play classical music.
3. put up with it until he is established and then ask to be moved.
4. loosen a tube in Will's radio when he's out of the office.
5. tell Will he is going to complain to the supervisor if Will keeps playing his radio.

Combined Group Results. Given a new employee faced with a co-worker who plays obnoxious music on his radio, 44 percent of the respondents indicated that the individual should "put up with it until he's established and then ask to be moved," 32 percent of the respondents indicated that the individual should "tell his co-worker that he is going to complain to the supervisor if he keeps playing the radio," 17 percent of the respondents indicated that the individual should "complain to the supervisor and ask to be moved to a different office," four percent of the respondents chose "bring in his own radio and play classical music," and finally, three percent of the respondents chose "loosen a tube in the co-worker's radio when he's out of the office."

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	EMPLOYED RELATED (N=355)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=497)
1	N=59 %=17	N=5 %=19	N=14 %=18	N=4 %=11	N=82 %=17
2	N=15 %=4	N=2 %=8	N=4 %=5	N=1 %=3	N=22 %=4
3	N=171 %=48	N=10 %=38	N=30 %=38	N=12 %=33	N=223 %=45
4	N=7 %=2	N=2 %=8	N=3 %=4	N=0 %=0	N=12 %=2
5	N=103 %=29	N=7 %=27	N=29 %=36	N=19 %=53	N=158 %=32

χ^2 with 12 d.f. = 10.26 ($p \leq .5932$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CLXXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CLXXVI).

Table CLXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=223)	OTHER (N=173)	TOTAL (N=515)
1	N=22 %=18	N=31 %=14	N=34 %=20	N=87 %=17
2	N=3 %=3	N=10 %=4	N=9 %=5	N=22 %=4
3	N=57 %=48	N=98 %=44	N=74 %=43	N=229 %=44
4	N=2 %=2	N=10 %=4	N=1 %=.58	N=13 %=3
5	N=35 %=29	N=74 %=33	N=55 %=32	N=164 %=32

χ^2 with 8 d.f. = 7.58 ($p \leq .4751$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CLXXVII).

Table CLXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	RURAL (N=100)	URBAN (N=415)	TOTAL (N=515)
1	N=17 %=17	N=70 %=17	N=87 %=17
2	N=7 %=7	N=15 %=4	N=22 %=4
3	N=40 %=40	N=189 %=46	N=229 %=44
4	N=3 %=3	N=10 %=2	N=13 %=3
5	N=33 %=33	N=131 %=32	N=164 %=32

χ^2 with 4 d.f. = 1.90 ($p \leq .7545$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CLXXVIII).

Table CLXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	MALE (N=318)	FEMALE (N=197)	TOTAL (N=515)
1	N=54 %=17	N=33 %=17	N=87 %=17
2	N=12 %=4	N=10 %=5	N=22 %=4
3	N=139 %=44	N=90 %=46	N=229 %=44
4	N=11 %=3	N=2 %=1	N=13 %=3
5	N=102 %=32	N=62 %=31	N=164 %=32

χ^2 with 4 d.f. = 2.29 ($p \leq .6833$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CLXXIX).

Table CLXXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=30 %=19	N=15 %=13	N=45 %=17
2	N=5 %=3	N=3 %=3	N=8 %=3
3	N=73 %=47	N=53 %=46	N=126 %=47
4	N=3 %=2	N=0 %=0	N=3 %=1
5	N=43 %=28	N=44 %=38	N=87 %=32

χ^2 with 4 d.f. = 3.97 ($p \leq .4094$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CLXXX).

Item 34

Sam normally is a "dude" - a fashion plate. However, Sam dressed in a conservative suit and tie during his job interview. He was hired. Once on the job, he found out the company has a very conservative attitude on appearance. What should Sam do?

1. go ahead and dress in his own distinctive style making sure he's neat and clean.
2. follow the company line, it's the best way to get ahead.
3. start looking for another job. If the dress code is too conservative, the company probably is.
4. follow the company line in principle but gradually find room for individuality.

Combined Group Results. Normally a flashy dresser, a new employee finds that the company has a very conservative attitude about appearance. Seventy-one percent of the respondents indicated that the employee should "follow the company line in principle but gradually find room for individuality," 16 percent of the respondents indicated that the individual should "follow the company line, it's the best way to get ahead," ten percent of the respondents chose "go ahead and dress in his own distinctive style making sure he's neat and clean," and two percent chose "start looking for another job. If the dress code is too conservative, the company probably is."

Table CLXXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	EMPLOYED RELATED (N=356)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=81)	UNEMPLOYED (N=36)	TOTAL (N=499)
1	N=42 %12	N=2 %8	N=5 %6	N=3 %8	N=52 %10
2	N=53 %15	N=5 %19	N=16 %20	N=7 %19	N=81 %16
3	N=6 %2	N=1 %4	N=2 %2	N=2 %6	N=11 %2
4	N=255 %72	N=18 %69	N=58 %72	N=24 %67	N=355 %71

χ^2 with 9 d.f. = 3.33 ($p \leq .9500$)

Employment Status. When responses were compared according to employment status, no significant differences were found (see Table CLXXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CLXXXI).

Table CLXXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VIAE GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	BUSINESS (N=119)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=174)	TOTAL (N=517)
1	N=7 %=6	N=26 %=12	N=21 %=12	N=54 %=10
2	N=22 %=18	N=34 %=15	N=27 %=16	N=83 %=16
3	N=2 %=2	N=4 %=2	N=6 %=3	N=12 %=2
4	N=88 %=74	N=160 %=71	N=120 %=69	N=368 %=71

χ^2 with 6 d.f. = 3.64 ($p \leq .7254$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CLXXXII).

Table CLXXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	RURAL (N=100)	URBAN (N=417)	TOTAL (N=517)
1	N=10 %=10	N=44 %=11	N=54 %=11
2	N=20 %=20	N=63 %=15	N=83 %=16
3	N=3 %=3	N=9 %=2	N=12 %=2
4	N=67 %=67	N=301 %=72	N=368 %=71

χ^2 with 3 d.f. = 1.17 ($p \leq .7602$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CLXXXIII).

Table CLXXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	MALE (N=320)	FEMALE (N=197)	TOTAL (N=517)
1	N=32 %=10	N=22 %=11	N=54 %=10
2	N=49 %=15	N=34 %=17	N=83 %=16
3	N=9 %=3	N=3 %=2	N=12 %=2
4	N=230 %=72	N=138 %=70	N=368 %=71

χ^2 with 3 d.f. = .69 ($p \leq .8763$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CLXXXIV).

Table CLXXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	INEXPERIENCED (N=154)	EXPERIENCED (N=115)	TOTAL (N=269)
1	N=17 %=11	N=11 %=10	N=28 %=10
2	N=38 %=25	N=18 %=16	N=56 %=21
3	N=4 %=3	N=2 %=2	N=6 %=2
4	N=95 %=62	N=84 %=73	N=179 %=67

χ^2 with 3 d.f. = 3.31 ($p \leq .3469$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CLXXXV).

Item 35

Beatrice has been working at Acme for 3 months. She enjoys her work and tries to work hard. Jane, one of her co-workers, doesn't. Jane is constantly coming around to tell Beatrice stories about her personal life, dates and so on. Beatrice wants to get along with her co-workers and doesn't want to hurt Jane's feelings. What should Beatrice do or say?

1. pick up the phone when Jane comes around and pretend to be making a business call.
2. pick up papers she is working on and tell Jane she has to get this done in the next hour.
3. ask Jane if they can't talk over personal matters at lunch sometime, or after work.
4. put a do not disturb sign on her desk.

Combined Group Results. Given an employee hindered in her work performance by a chatty co-worker, 90 percent of the respondents indicated that the individual should "ask the co-worker to talk over personal matters at lunch or after work," seven percent of the respondents indicated that the individual should "pick up papers she's working on and tell her co-worker she has to get it done in the next hour," and two percent of the respondents indicated that the individual should "pick up the phone whenever the co-worker approaches and pretend to be making a business call."

Table CLXXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 35

RESPONSE	EMPLOYED RELATED (N=356)	EMPLOYED UNRELATED (N=26)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=36)	TOTAL (N=498)
1	N=7 %=2	N=0 %=0	N=2 %=3	N=0 %=0	N=9 %=2
2	N=23 %=6	N=1 %=4	N=8 %=10	N=0 %=0	N=32 %=6
3	N=324 %=91	N=24 %=92	N=70 %=88	N=35 %=97	N=453 %=91
4	N=2 %=.56	N=1 %=4	N=0 %=0	N=1 %=3	N=4 %=.80

χ^2 with 9 d.f. = 3.36 ($p \leq .9483$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CLXXXVI).

Employment Status & Voc-Tech Training. In the three-way analysis (Voc-Tech training/Employment status) significant differences ($p \leq .0803$) were found. No respondents in the Business/Employment status groups chose either #1 or #4. Ninety-six percent of the Employed Business, 81 percent of the Underemployed Business and fully 100 percent of the Unemployed Business indicated that the individual should "talk over personal matters at lunch or after work." An additional 19 percent of the Underemployed Business indicated that the individual should "pick up papers she is working on and tell her co-worker she is busy" (see Table CLXXXVI).

Table CLXXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 35

RESPONSE	BUSINESS (N=118)	TECHNICAL & INDUSTRIAL (N=224)	OTHER (N=174)	TOTAL (N=516)
1	N=0 %=0	N=6 %=3	N=4 %=2	N=10 %=2
2	N=8 %=7	N=20 %=9	N=6 %=3	N=34 %=7
3	N=110 %=93	N=195 %=87	N=163 %=94	N=468 %=91
4	N=0 %=0	N=3 %=1	N=1 %=.57	N=4 %=.78

χ^2 with 6 d.f. = 6.39 ($p \leq .3807$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CLXXXVII).

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 35

RESPONSE	RURAL (N=100)	URBAN (N=416)	TOTAL (N=516)
1	N=0 %=0	N=10 %=2	N=10 %=2
2	N=6 %=6	N=28 %=7	N=34 %=7
3	N=92 %=92	N=376 %=90	N=468 %=91
4	N=2 %=2	N=2 %=.48	N=4 %=.78

χ^2 with 3 d.f. = 2.17 ($p \leq .5370$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CLXXXVIII).

Table CLXXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 35

RESPONSE	MALE (N=320)	FEMALE (N=196)	TOTAL (N=516)
1	N=10 %=3	N=0 %=0	N=10 %=2
2	N=23 %=7	N=11 %=6	N=34 %=7
3	N=283 %=88	N=185 %=94	N=468 %=91
4	N=4 %=1	N=0 %=0	N=4 %=.78

χ^2 with 3 d.f. = 6.38 ($p \leq .0944$)

Sex. When comparisons were made on the basis of sex, significant differences were found ($p \leq .0944$). Ninety-four percent of the Females compared to 88 percent of the Males selected "ask Jane if they can't talk over personal matters at lunch . . ." Three percent of the Males compared to none of the Females selected "pick up the phone . . ." (see Table CLXXXIX).

Table CXC

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 35

RESPONSE	INEXPERIENCED (N=153)	EXPERIENCED (N=115)	TOTAL (N=268)
1	N=3 %=2	N=2 %=2	N=5 %=2
2	N=6 %=4	N=8 %=7	N=14 %=5
3	N=142 %=93	N=103 %=90	N=245 %=91
4	N=2 %=1	N=2 %=2	N=4 %=1

χ^2 with 3 d.f. = .69 ($p \leq .8747$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CXC).

Graduate Results - Form BItem 1

There has been a downturn in the business cycle. Judy has just completed training in computer science. What is the quickest way for Judy to try to find a job in her field?

1. personally contact employers who hire people for the job Judy wants.
2. call friends and relatives and see if they know of any openings.
3. check the want ads.
4. register with the school placement office and Job Service.

Combined Group Results. Having completed training with a downturn in the business cycle, 51 percent of the respondents indicated that the fastest way an individual could find a job in her field would be to "register with the school placement office and Job Service," 41 percent of the respondents indicated that the fastest would be to "personally contact employers who hire people for the job she wants," six percent of the respondents indicated "check the want ads," and, one percent chose "call her friends and relatives and see if they knew of any job openings."

Table CXCI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	EMPLOYED RELATED (N=315)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=78)	UNEMPLOYED (N=41)	TOTAL (N=476)
1	N=133 %=42	N=15 %=36	N=38 %=49	N=13 %=32	N=199 %=42
2	N=4 %=1	N=0 %=0	N=0 %=0	N=1 %=2	N=5 %=1
3	N=21 %=7	N=2 %=5	N=2 %=3	N=3 %=7	N=28 %=6
4	N=157 %=50	N=25 %=60	N=38 %=49	N=24 %=59	N=244 %=51

χ^2 with 9 d.f. = 3.92 ($p \leq .9167$)

Employment Status. When responses were compared according to employment status, no significant differences were found (see Table CXCI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CXCI).

Table CXCII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=170)	TOTAL (N=496)
1	N=47 %=44	N=95 %=44	N=65 %=38	N=207 %=42
2	N=4 %=4	N=0 %=0	N=1 %=.59	N=5 %=1
3	N=4 %=4	N=18 %=8	N=6 %=4	N=28 %=6
4	N=53 %=49	N=105 %=48	N=98 %=58	N=256 %=52

χ^2 with 6 d.f. = 12.50 ($p \leq .0517$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0517$). In determining the quickest way to find a job in her field, 58 percent of the Others compared to 49 percent of the Business and 48 percent of the Technical and Industrial graduates selected "...register with the school placement office and Job Service." Eight percent of the Technical and Industrial compared to four percent of both the Business and Others chose "check the want ads" (see Table CXCII).

Table CXCI

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	RURAL (N=89)	URBAN (N=404)	TOTAL (N=493)
1	N=32 %=36	N=174 %=43	N=206 %=42
2	N=0 %=0	N=5 %=1	N=5 %=1
3	N=2 %=2	N=26 %=6	N=28 %=6
4	N=55 %=62	N=199 %=49	N=254 %=52

χ^2 with 3 d.f. = 4.51 ($p \leq .2118$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .2118$). Sixty-two percent of the Rural in contrast to 49 percent of the Urban responded that "Judy should register with the school placement office and Job Service." Forty-three percent of the Urban compared to 36 percent of the Rural indicated that "Judy should personally contact employers who hire people for the job Judy wants" (see Table CXCI).

Table CXCI

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	MALE (N=322)	FEMALE (N=173)	TOTAL (N=495)
1	N=141 %=44	N=66 %=38	N=207 %=42
2	N=1 %=.31	N=4 %=2	N=5 %=1
3	N=20 %=6	N=8 %=5	N=28 %=6
4	N=160 %=50	N=95 %=55	N=255 %=52

χ^2 with 3 d.f. = 4.19 ($p \leq .2420$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .2420$). Fifty-five percent of the Females compared to 50 percent of the Males indicated that "Judy should register with the school placement office and Job Service." Forty-four percent of the Males in contrast to 38 percent of the Females chose that "Judy should personally contact employers who hire people for the job Judy wants" (see Table CXCV).

Table CXCV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 1

RESPONSE	INEXPERIENCED (N=130)	EXPERIENCED (N=107)	TOTAL (N=237)
1	N=44 %=34	N=46 %=43	N=90 %=38
2	N=1 %=.77	N=2 %=2	N=3 %=1
3	N=7 %=5	N=5 %=5	N=12 %=5
4	N=78 %=60	N=54 %=50	N=132 %=56

χ^2 with 3 d.f. = 1.89 ($p \leq .5965$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CXCV).

Item 2

Anne returned to school after her husband died. She has completed her training in retail marketing. She has no paid employment experience but has been involved in community volunteer work. In writing her resume what should she include under experience?

1. make up experiences which she could say she held before marriage. (They're too far back in time for the employer to check out.)
2. list no work experience and focus on academic accomplishments.
3. list her community work just as it is usually known, e.g., Girl Scout leader.
4. talk about her volunteer experiences in the language of the job market (instead of Girl Scout leader, say "community youth coordinator").

Combined Group Results. With community volunteer experience but no paid employment experiences, 54 percent of the respondents indicated that on a resume the individual should "talk about her volunteer experiences in the language of the job market," 31 percent of the respondents indicated "list her community work just as it is usually known," and, 14 percent of the respondents chose that the individual should "list no work experience and focus on academic accomplishments."

Table CXCVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	EMPLOYED RELATED (N=317)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=41)	TOTAL (N=480)
1	N=2 %=.63	N=0 %=0	N=1 %=1	N=1 %=2	N=4 %=.83
2	N=43 %=14	N=8 %=19	N=6 %=8	N=8 %=20	N=65 %=14
3	N=100 %=32	N=11 %=26	N=26 %=33	N=11 %=27	N=148 %=31
4	N=172 %=54	N=23 %=55	N=47 %=59	N=21 %=51	N=263 %=55

χ^2 with 9 d.f. = 3.61 ($p \leq .9350$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CXCVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CXCVI).

Table CXCVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=220)	OTHER (N=173)	TOTAL (N=501)
1	N=0 %=0	N=2 %=.91	N=2 %=1	N=4 %=.80
2	N=11 %=10	N=35 %=16	N=22 %=13	N=68 %=14
3	N=31 %=29	N=62 %=28	N=63 %=37	N=156 %=31
4	N=66 %=61	N=121 %=55	N=86 %=50	N=273 %=54

X^2 with 6 d.f. = 5.04 ($p \leq .5382$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CXCVII).

Table CXCVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	RURAL (N=90)	URBAN (N=408)	TOTAL (N=498)
1	N=1 %=1	N=3 %=.74	N=4 %=.80
2	N=10 %=11	N=58 %=14	N=68 %=14
3	N=27 %=30	N=128 %=31	N=155 %=31
4	N=52 %=58	N=219 %=54	N=271 %=54

χ^2 with 3 d.f. = .49 ($p \leq .9215$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CXCVIII).

Table CXCIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	MALE (N=325)	FEMALE (N=175)	TOTAL (N=500)
1	N=3 %=.92	N=1 %=.57	N=4 %=.80
2	N=55 %=17	N=13 %=7	N=68 %=14
3	N=97 %=30	N=59 %=34	N=156 %=31
4	N=170 %=52	N=102 %=58	N=272 %=54

χ^2 with 3 d.f. = 7.93 ($p \leq .0475$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0475$). In writing a resume to accurately reflect her experience, 58 percent of the Females compared to 52 percent of the Males chose "talk about her experiences in the language of the job market." Seventeen percent of the Males in contrast to seven percent of the Females selected "list no experience and focus on academic accomplishments" (see Table CXCIX).

Table CC

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 2

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=107)	TOTAL (N=240)
1	N=1 %=.75	N=0 %=0	N=1 %=.42
2	N=16 %=12	N=19 %=18	N=35 %=15
3	N=38 %=29	N=41 %=38	N=79 %=33
4	N=78 %=59	N=47 %=44	N=125 %=52

χ^2 with 3 d.f. = 4.59 ($p \leq .2044$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .2044$). In writing a resume to adequately reflect her experience, 59 percent of the Inexperienced compared to 44 percent of the Experienced indicated that Anne should "talk about her volunteer experiences in the language of the job market." Eighteen percent of the Experienced compared to 12 percent of the Inexperienced chose "list no...focus on academic," and, 38 percent of the Experienced in contrast to 29 percent of the Inexperienced indicated "list her community work just as it is usually known..." (see Table CC).

Item 3

Geraldine just completed training for work as a data processor. She is anxious to obtain employment but wants to check out as many companies as possible. She decides to send out letters of inquiry. In putting together a list of employers, what or whom should she consult?

1. the state Job Service.
2. the reference librarian at the public library.
3. the want ads in the Sunday edition of the local newspaper.
4. the yellow pages of the local telephone directory.

Combined Group Results. Just having completed training and wanting to identify possible employers in the area for a letter of inquiry, 57 percent of the respondents indicated that individuals should consult "the state Job Service," 21 percent chose consult "the yellow pages of the local telephone directory," 12 percent selected "consult the reference librarian at the public library," and, ten percent of the respondents chose "consult the want ads in the Sunday edition of the local newspaper."

Table CCI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=478)
1	N=175 %=55	N=24 %=57	N=53 %=66	N=24 %=60	N=276 %=58
2	N=35 %=11	N=4 %=10	N=9 %=11	N=6 %=15	N=54 %=11
3	N=35 %=11	N=4 %=10	N=6 %=8	N=2 %=5	N=47 %=10
4	N=71 %=22	N=10 %=24	N=12 %=15	N=8 %=20	N=101 %=21

χ^2 with 9 d.f. = 3.90 ($p \leq .9180$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCI).

Table CCII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=173)	TOTAL (N=499)
1	N=54 %=50	N=129 %=59	N=104 %=60	N=287 %=58
2	N=23 %=21	N=20 %=9	N=15 %=9	N=58 %=12
3	N=12 %=11	N=20 %=9	N=18 %=10	N=50 %=10
4	N=19 %=18	N=49 %=22	N=36 %=21	N=104 %=21

χ^2 with 6 d.f. = 13.62 ($p \leq .0342$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0342$). In putting together a list of employers to send out letters of inquiry, 50 percent of the Business compared to 59 percent of the Technical and Industrial and 60 percent of the Other graduates indicated that Geraldine should consult "the state Job Service" (see Table CCII).

Table CCIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	RURAL (N=90)	URBAN (N=406)	TOTAL (N=496)
1	N=72 %=80	N=213 %=52	N=285 %=57
2	N=5 %=6	N=52 %=13	N=57 %=11
3	N=5 %=6	N=45 %=11	N=50 %=10
4	N=8 %=9	N=96 %=24	N=104 %=21

χ^2 with 3 d.f. = 22.98 ($p \leq .0000$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0000$). In determining whom she should consult about sending out job letters, 80 percent of the Rural compared to 52 percent of the Urban indicated that Geraldine should consult "the state Job Service," 24 percent of the Urban compared to nine percent of the Rural indicated she should "check the yellow pages...", 13 percent of the Urban compared to six percent of the Rural indicated that she should consult "the reference librarian...", and, 11 percent of the Urban compared to six percent of the Rural chose that she should consult "the want ads..." (see Table CCIII).

Table CCIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	MALE (N=323)	FEMALE (N=175)	TOTAL (N=498)
1	N=189 %=59	N=97 %=55	N=286 %=57
2	N=35 %=11	N=23 %=13	N=58 %=12
3	N=30 %=9	N=20 %=11	N=50 %=10
4	N=69 %=21	N=35 %=20	N=104 %=21

χ^2 with 3 d.f. = 1.33 ($p \leq .7230$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCIV).

Table CCV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 3

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=106)	TOTAL (N=238)
1	N=91 %=69	N=49 %=46	N=140 %=59
2	N=9 %=7	N=21 %=20	N=30 %=13
3	N=7 %=5	N=15 %=14	N=22 %=9
4	N=25 %=19	N=21 %=20	N=46 %=19

χ^2 with 3 d.f. = 18.03 ($p \leq .0004$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0004$). In putting together a list of employers to whom to send letters of inquiry, 69 percent of the Inexperienced and 46 percent of the Experienced indicated that Geraldine should "consult the state Job Service," 20 percent of the Experienced compared to seven percent of the Inexperienced indicated she should check with "the reference librarian," and, 14 percent of the Experienced compared to five percent of the Inexperienced chose that she should consult the "want ads..." (see Table CCV).

Item 4

Jim has an interview for a mechanic's job at Joe's garage. How should he dress for the interview?

1. wear his Sunday best.
2. wear work clothes that show he's not afraid of a little grease and grime.
3. find out what other applicants have worn and wear the same.
4. wear work clothes that are neat and clean.

Combined Group Results. In a situation where a man is interviewing for a mechanic's job, 85 percent of the respondents chose that he should "wear work clothes that are neat and clean," 12 percent selected that he should "wear his Sunday best," and, two percent chose that he should "find what other applicant's had worn and wear the same."

Table CCVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=41)	TOTAL (N=479)
1	N=40 %=13	N=2 %=5	N=12 %=15	N=2 %=5	N=56 N=12
2	N=3 %=.95	N=0 %=0	N=0 %=0	N=1 %=2	N=4 %=.84
3	N=7 %=2	N=1 %=2	N=0 %=0	N=3 %=7	N=11 %=2
4	N=266 %=84	N=39 %=93	N=68 %=85	N=35 %=85	N=408 %=85

χ^2 with 9 d.f. = 6.85 ($p \leq .6526$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCVI).

Table CCVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=219)	OTHER (N=173)	TOTAL (N=500)
1	N=10 %=9	N=30 %=14	N=19 %=11	N=59 %=12
2	N=0 %=0	N=3 %=1	N=1 %=.58	N=4 %=.80
3	N=3 %=3	N=8 %=4	N=1 %=.58	N=12 %=2
4	N=95 %=88	N=178 %=81	N=152 %=88	N=425 %=85

χ^2 with 6 d.f. = 4.61 ($p \leq .5951$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCVII).

Table CCVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	RURAL (N=90)	URBAN (N=407)	TOTAL (N=497)
1	N=6 %=7	N=53 %=13	N=59 %=12
2	N=1 %=1	N=3 %=.74	N=4 %=.80
3	N=5 %=6	N=7 %=2	N=12 %=2
4	N=78 %=87	N=344 %=85	N=422 %=85

χ^2 with 3 d.f. = 5.06 ($p \leq .1673$)

Locale Of Training. When comparisons were made on the basis of training locale, significant differences were found ($p \leq .1673$). Thirteen percent of the Urban compared to seven percent of the Rural chose that he should "wear his Sunday best." Six percent of the Rural compared to only two percent of the Urban indicated that he should "find out what other applicant's had worn and wear the same" (see Table CCVIII).

Table CCIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	MALE (N=324)	FEMALE (N=175)	TOTAL (N=499)
1	N=46 %=14	N=13 %=7	N=59 %=12
2	N=4 %=1	N=0 %=0	N=4 %=.80
3	N=11 %=3	N=1 %=.57	N=12 %=2
4	N=263 %=81	N=161 %=92	N=424 %=85

χ^2 with 3 d.f. = 8.87 ($p \leq .0310$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0310$). In determining how Jim should dress for the interview, 92 percent of the Females compared to 81 percent of the Males indicated that Jim should "wear work clothes that are neat and clean." Fourteen percent of the Males in contrast to seven percent of the Females chose that Jim should "wear his Sunday best" (see Table CCIX).

Table CCXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 4

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=107)	TOTAL (N=239)
1	N=12 %=9	N=12 %=11	N=24 %=10
2	N=1 %=.76	N=0 %=0	N=1 %=.42
3	N=3 %=2	N=1 %=.93	N=4 %=2
4	N=116 %=88	N=94 %=88	N=210 %=88

χ^2 with 3 d.f. = .18 ($p \leq .9805$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCXX).

Item 5

George is completing a letter of application to the Atlantis Corporation. He really wants to be considered further for the job. He is not quite sure how to conclude his letter. What should he write as a complimentary closing?

1. "Thank you for any consideration you give my application."
2. "I know you will not regret considering me further."
3. "Thanking you in anticipation of further consideration."
4. "I know I will be able to serve you and your company well."

Combined Group Results. In a situation where a prospective employee completing a letter of application and hoping to be considered further, 39 percent of the respondents indicated that the individual should close the letter with "I know I will be able to serve you and your company well," 34 percent of the respondents selected that the individual should close the letter, "Thank you for any consideration you give my application," 23 percent indicated the letter should be closed, "Thanking you in anticipation of further consideration," and, four percent selected that the letter should be closed, "I know you will not regret considering me further."

Table CCXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	EMPLOYED RELATED (N=315)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=41)	TOTAL (N=477)
1	N=99 %=31	N=18 %=43	N=28 %=35	N=13 %=32	N=158 %=33
2	N=9 %=3	N=1 %=2	N=5 %=6	N=3 %=7	N=18 %=4
3	N=78 %=25	N=9 %=21	N=15 %=19	N=9 %=22	N=111 %=23
4	N=129 %=41	N=14 %=33	N=31 %=39	N=16 %=39	N=190 %=40

χ^2 with 9 d.f. = 4.13 ($p \leq .9424$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCXXI).

Table CCXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	BUSINESS (N=106)	TECHNICAL & INDUSTRIAL (N=219)	OTHER (N=173)	TOTAL (N=498)
1	N=24 %=23	N=81 %=37	N=64 %=37	N=169 %=34
2	N=5 %=5	N=9 %=4	N=4 %=2	N=18 %=4
3	N=26 %=25	N=46 %=21	N=41 %=24	N=113 %=23
4	N=51 %=48	N=83 %=38	N=64 %=37	N=198 %=40

χ^2 with 6 d.f. = 7.62 ($p \leq .2676$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCXXII).

Table CCXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	RURAL (N=89)	URBAN (N=406)	TOTAL (N=495)
1	N=34 %=38	N=134 %=33	N=168 %=34
2	N=6 %=7	N=12 %=3	N=18 %=4
3	N=21 %=24	N=91 %=22	N=112 %=23
4	N=28 %=31	N=169 %=42	N=197 %=40

χ^2 with 3 d.f. = 4.02 ($p \leq .2588$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCXXIII).

Table CCXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	MALE (N=324)	FEMALE (N=173)	TOTAL (N=497)
1	N=118 %=36	N=51 %=29	N=169 %=34
2	N=13 %=4	N=5 %=3	N=18 %=4
3	N=72 %=22	N=41 %=24	N=113 %=23
4	N=121 %=37	N=76 %=44	N=197 %=40

χ^2 with 3 d.f. = 3.33 ($p \leq .3433$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCXXIV).

Table CCXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 5

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=106)	TOTAL (N=238)
1	N=53 %=40	N=40 %=38	N=93 %=39
2	N=4 %=3	N=2 %=2	N=6 %=3
3	N=31 %=23	N=26 %=25	N=57 %=24
4	N=44 %=33	N=38 %=36	N=82 %=34

χ^2 with 3 d.f. = .11 ($p \leq .9912$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCXXV).

Item 6

Jane has a job interview at 10:00 A.M. across town. It generally takes Jane about 30 minutes to travel the distance between her home and the place where the interview will be conducted. What time should Jane leave her house?

1. 8:45
2. 9:00
3. 9:15
4. 9:30

Combined Group Results. For an interview at 10:00 A.M., with a normal travel time of 30 minutes, 63 percent of the respondents selected that an individual should leave for the interview at 9:15, 34 percent chose "9:00," and, three percent indicated "8:45."

Table CCXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	EMPLOYED RELATED (N=317)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=41)	TOTAL (N=480)
1	N=9 %=3	N=1 %=2	N=1 %=1	N=1 %=2	N=12 %=3
2	N=103 %=32	N=18 %=43	N=28 %=35	N=12 %=29	N=161 %=34
3	N=203 %=64	N=23 %=55	N=50 %=63	N=28 %=68	N=304 %=63
4	N=2 %=.63	N=0 %=0	N=1 %=1	N=0 %=0	N=3 %=.81

χ^2 with 9 d.f. = 1.67 ($p \leq .9957$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCXXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCXXVI).

Table CCXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=220)	OTHER (N=173)	TOTAL (N=501)
1	N=4 %=4	N=6 %=3	N=3 %=1	N=13 %=3
2	N=36 %=33	N=71 %=32	N=62 %=36	N=169 %=34
3	N=68 %=63	N=141 %=64	N=107 %=62	N=316 %=63
4	N=0 %=0	N=2 %=.91	N=1 %=.58	N=3 %=.60

χ^2 with 6 d.f. = .76 ($p \leq .9930$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCXXVII).

Table CCXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	RURAL (N=90)	URBAN (N=408)	TOTAL (N=498)
1	N=0 %=0	N=13 %=3	N=13 %=3
2	N=23 %=26	N=146 %=36	N=169 %=34
3	N=66 %=73	N=247 %=61	N=313 %=63
4	N=1 %=1	N=2 %=.49	N=3 %=.60

χ^2 with 3 d.f. = 5.48 ($p \leq .1398$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .1398$). In determining what time Jane should leave her house in order to get to the interview at a reasonable time, 73 percent of the Rural compared to 61 percent of the Urban indicated that "Jane should leave at 9:15." Thirty-six percent of the Urban in contrast to 26 percent of the Rural chose "9:00" (see Table CCXXVIII).

Table CCXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	MALE (N=325)	FEMALE (N=175)	TOTAL (N=500)
1	N=9 %=3	N=4 %=2	N=13 %=3
2	N=109 %=34	N=60 %=34	N=169 %=34
3	N=204 %=63	N=111 %=63	N=315 %=63
4	N=3 %=.92	N=0 %=0	N=3 %=.60

χ^2 with 3 d.f. = .45 ($p \leq .9301$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCXXIX).

Table CCXXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 6

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=107)	TOTAL (N=240)
1	N=0 %=0	N=5 %=5	N=5 %=2
2	N=41 %=31	N=49 %=46	N=90 %=38
3	N=90 %=68	N=53 %=50	N=143 %=60
4	N=2 %=2	N=0 %=0	N=2 %=.83

χ^2 with 3 d.f. = 10.62 ($p \leq .0140$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0140$). In determining the best time for Jane to leave her house, 68 percent of the Inexperienced compared to 50 percent of the Experienced indicated that "Jane should leave her house at 9:15," 46 percent of the Experienced compared to 31 percent of the Inexperienced chose "9:00," and, five percent of the Experienced in contrast to none of the Inexperienced selected "8:45" (see Table CCXXX).

Item 7

May has just graduated and has job interviews lined up each day of the week. Monday, on the morning of her first job interview, May wakes up with a head cold. Her interview is at 8:30 A.M. It takes 45 minutes to get there and the company is open for business at 8:00. What should May do?

1. go back to bed. Her health is more important than the interview. She has the others to fall back on.
2. call the employer's secretary at 8:00. Explain her illness and ask the secretary to try to arrange another appointment at a later date.
3. stay up till 8:30 to call the employer directly and ask to arrange another time.
4. go to the interview.

Combined Group Results. In a situation where the applicant wakes up with a head cold on the day of her first interview, 67 percent of the respondents indicated that the individual should "call the employer's secretary and explain her illness and ask the secretary to try to arrange another appointment," 21 percent indicated that the individual should simply "go to the interview," and, ten percent of the respondents indicated that the individual should "stay up until 8:30 and call the employer directly and ask to arrange another time."

Table CCXXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=41)	TOTAL (N=478)
1	N=1 %=.32	N=0 %=0	N=2 %=3	N=0 %=0	N=3 %=.63
2	N=207 %=66	N=28 %=67	N=55 %=70	N=30 %=73	N=320 %=67
3	N=34 %=11	N=6 %=14	N=7 %=9	N=2 %=5	N=49 %=10
4	N=74 %=23	N=8 %=19	N=15 %=19	N=9 %=22	N=106 %=22

χ^2 with 9 d.f. = 4.01 ($p \leq .9110$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCXXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCXXXI).

Table CCXXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	BUSINESS (N=107)	TECHNICAL & INDUSTRIAL (N=219)	OTHER (N=173)	TOTAL (N=499)
1	N=0 %=0	N=2 %=.91	N=1 %=.58	N=3 %=.60
2	N=73 %=68	N=138 %=63	N=123 %=71	N=334 %=67
3	N=16 %=15	N=23 %=11	N=12 %=7	N=51 %=10
4	N=18 %=17	N=56 %=26	N=37 %=21	N=111 %=22

χ^2 with 6 d.f. = 6.48 ($p \leq .3719$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCXXXII).

Table CCXXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	RURAL (N=90)	URBAN (N=406)	TOTAL (N=496)
1	N=0 %=0	N=3 %=.74	N=3 %=.60
2	N=74 %=82	N=258 %=64	N=332 %=67
3	N=5 %=6	N=46 %=11	N=51 %=10
4	N=11 %=12	N=99 %=24	N=110 %=22

χ^2 with 3 d.f. = 9.81 ($p \leq .0203$)

Locale Of Training. When responses were compared on the basis of training locale, significant differences were found between groups ($p \leq .0203$). Eighty-two percent of the Rural compared to 64 percent of the Urban respondents chose "call the employer's secretary...", 24 percent of the Urban compared to 12 percent of the Rural chose "go to the interview," and, 11 percent of the Urban in contrast to six percent of the Rural selected "stay up...call the employer directly..." (see Table CCXXXIII).

Table CCXXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	MALE (N=324)	FEMALE (N=174)	TOTAL (N=498)
1	N=3 %=.93	N=0 %=0	N=3 %=.60
2	N=207 %=64	N=127 %=73	N=334 %=67
3	N=35 %=11	N=15 %=9	N=50 %=10
4	N=79 %=24	N=32 %=18	N=111 %=22

χ^2 with 3 d.f. = 3.61 ($p \leq .3065$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCXXXIV).

Table CCXXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 7

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=107)	TOTAL (N=239)
1	N=1 %=.76	N=0 %=0	N=1 %=.42
2	N=93 %=70	N=74 %=69	N=167 %=70
3	N=16 %=12	N=6 %=6	N=22 %=9
4	N=22 %=17	N=27 %=25	N=49 %=21

χ^2 with 3 d.f. = 3.78 ($p \leq .2860$) 233

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCXXXV).

Item 8

Pete is filling out an application blank for a position at Acme Building. He has never worked in the building trades before. The blank asks, "list three references." Pete has a "personal data sheet" which he put together to help him during the application process. On it he has nine people listed as possible references: three former employers, two prominent businessmen who know him, three teachers and the pastor of his church. All will give him good references. Which three should Pete list?

1. his three former employers. Even though the work was not related they can attest to his work attitudes and behavior.
2. his last employer, one teacher and the pastor. The last employer can tell about his work record. The teacher can tell about the skills he has learned and the pastor can attest to his character.
3. the three teachers. They can best attest to his training for the job.
4. the two businessmen and his last employer. The owner might know either of the businessmen and this could work to his benefit. The former employer can attest to his work record.

Combined Group Results. In a situation where the applicant is asked to list the references, 49 percent of the respondents indicated the applicant should list "his last employer, one teacher and the pastor...", 30 percent indicated the individual should list "his three former employers...", 18 percent indicated "two businessmen and his last employer..." and, three percent indicated that the individual should list "the three teachers..."

Table CCXXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	EMPLOYED RELATED (N=317)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=479)
1	N=99 %=31	N=12 %=29	N=14 %=18	N=13 %=33	N=138 %=29
2	N=153 %=48	N=20 %=48	N=46 %=59	N=20 %=50	N=240 %=50
3	N=11 %=3	N=1 %=2	N=2 %=3	N=1 %=3	N=15 %=3
4	N=54 %=17	N=9 %=21	N=17 %=21	N=6 %=15	N=86 %=18

χ^2 with 9 d.f. = 5.68 ($p \leq .7718$)

234

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCXXXVI).

Employment Status & Voc-Tech Training. In a three-way analysis (Voc-Tech training/Employment status) significant differences ($p \leq .1060$) were found. Fifty-eight percent of the Unemployed Technical and Industrial and 55 percent of the Underemployed Technical and Industrial compared to 38 percent of the Employed Technical and Industrial chose that the individual should list "his last employer, one teacher and the pastor..." Forty-four percent of the Employed Technical and Industrial compared to 37 percent of the Unemployed Technical and Industrial chose that the individual should list "his three former employers..." Twenty-six percent of the Underemployed Technical and Industrial indicated that the individual should list "the two businessmen and his last employer..." (see Table CCXXXVI).

Table CCXXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=219)	OTHER (N=173)	TOTAL (N=500)
1	N=21 %=19	N=86 %=39	N=42 %=24	N=149 %=30
2	N=60 %=56	N=92 %=42	N=95 %=55	N=247 %=49
3	N=2 %=2	N=8 %=4	N=5 %=3	N=15 %=3
4	N=25 %=23	N=33 %=15	N=31 %=18	N=89 %=18

χ^2 with 6 d.f. = 17.87 ($p \leq .0066$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0066$). In determining which references Pete should list, 56 percent of the Business and 55 percent of the Other compared to 42 percent of the Technical and Industrial respondents chose "list his last employer, one teacher and the pastor..." Thirty-nine percent of the Technical and Industrial compared to 24 percent of the Other and 19 percent of the Business graduates selected "his three former employers..." (see Table CCXXXVII).

Table CCXXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	RURAL (N=90)	URBAN (N=407)	TOTAL (N=497)
1	N=22 %=24	N=127 %=31	N=149 %=30
2	N=45 %=50	N=200 %=49	N=245 %=49
3	N=3 %=3	N=12 %=3	N=15 %=3
4	N=20 %=22	N=68 %=17	N=88 %=18

χ^2 with 3 d.f. = 1.88 ($p \leq .5970$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCXXXVIII).

Table CCXXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	MALE (N=324)	FEMALE (N=175)	TOTAL (N=499)
1	N=118 %=36	N=31 %=18	N=149 %=30
2	N=133 %=41	N=113 %=65	N=246 %=49
3	N=12 %=4	N=3 %=2	N=15 %=3
4	N=61 %=19	N=28 %=16	N=89 %=18

χ^2 with 3 d.f. = 28.07 ($p \leq .0000$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0000$). In determining which references Pete should list, 65 percent of the Females compared to 41 percent of the Males indicated that Pete should list "his last employer, one teacher and the pastor." Thirty-six percent of the Males compared to 18 percent of the Females chose that he should list "his three former employers..." (see Table CCXXXIX).

Table CCXL

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 8

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=107)	TOTAL (N=240)
1	N=37 %=28	N=35 %=33	N=72 %=30
2	N=68 %=51	N=52 %=49	N=120 %=50
3	N=4 %=3	N=1 %=.93	N=5 %=2
4	N=24 %=18	N=19 %=18	N=43 %=18

χ^2 with 3 d.f. = .79 ($p \leq .8524$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCXL).

Item 9

Jane is applying for a stenographic position at a new law office. The receptionist has just taken her in to interview with Jack Brown, the attorney who would be her boss. The receptionist has not introduced her. What should Jane do?

1. offer to shake hands and say, "I'm Jane Doe. I'm applying for the stenographic position."
2. wait, and take her cue from him. He may already know her name and he may not want to shake hands.
3. sit down quietly and let him take the lead.
4. remain standing and say, "I'm Jane Doe. I'm here about the stenographic position" and wait for him to offer to shake hands.

Combined Group Results. In a situation where the applicant has been shown into the interview room but not introduced to the perspective boss, 52 percent of the respondents chose that the individual should "remain standing and say, 'I'm Jane Doe. I'm here about the stenographic position' and wait for him to offer to shake hands," 30 percent chose that she should "offer to shake hands and say, 'I'm Jane Doe. I'm applying for the stenographic position,'" 13 percent chose that she should "wait and take her cue from him. He may already know her name and he may not want to shake hands," and, five percent chose that she should "sit down quietly and let him take the lead."

Table CCXLI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=478)
1	N=105 %=33	N=8 %=19	N=19 %=24	N=10 %=25	N=142 %=30
2	N=42 %=13	N=6 %=14	N=9 %=11	N=8 %=20	N=65 %=14
3	N=8 %=3	N=4 %=10	N=8 %=10	N=2 %=5	N=22 %=5
4	N=161 %=51	N=24 %=57	N=44 %=55	N=20 %=50	N=249 %=52

χ^2 with 9 d.f. = 12.36 ($p \leq .1936$)

Employment Status. When responses were compared according to employment status, significant differences were obtained ($p \leq .1936$). Fifty-one percent of the Employed Related, 57 percent of the Employed Unrelated, 55 percent of the Underemployed and 50 percent of the Unemployed said that Jane should "remain standing..." Thirty-three percent of the Employed Related compared to 19 percent of the Employed Unrelated, 24 percent of the Underemployed and 25 percent of the Unemployed indicated that she should "offer to shake hands..." (see Table CCXLI).

Table CCXLII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=173)	TOTAL (N=499)
1	N=33 %=31	N=67 %=31	N=48 %=28	N=148 %=30
2	N=13 %=12	N=34 %=16	N=20 %=12	N=67 %=13
3	N=4 %=4	N=12 %=6	N=7 %=4	N=23 %=5
4	N=58 %=54	N=105 %=48	N=98 %=57	N=261 %=52

χ^2 with 6 d.f. = 2.70 ($p \leq .8458$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCXLIII).

Table CCXLIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	RURAL (N=90)	URBAN (N=124)	TOTAL (N=496)
1	N=24 %=27	N=124 %=31	N=148 %=30
2	N=8 %=9	N=59 %=15	N=67 %=14
3	N=6 %=7	N=17 %=4	N=23 %=5
4	N=52 %=58	N=206 %=51	N=258 %=52

χ^2 with 3 d.f. = 2.68 ($p \leq .4429$) 239

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCXLIII).

Table CCXLIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	MALE (N=323)	FEMALE (N=175)	TOTAL (N=498)
1	N=99 %=31	N=49 %=28	N=148 %=30
2	N=46 %=14	N=20 %=11	N=66 %=13
3	N=19 %=5	N=4 %=2	N=23 %=5
4	N=159 %=49	N=102 %=58	N=261 %=52

χ^2 with 3 d.f. = 5.90 ($p \leq .1164$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1164$). Fifty-eight percent of the Females compared to 49 percent of the Males chose that Jane should "remain standing and say, 'I'm Jane Doe. I'm here about the stenographic position' and wait for him to offer to shake hands" (see Table CCXLIV).

Table CCXLV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 9

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=107)	TOTAL (N=240)
1	N=31 %=23	N=25 %=23	N=56 %=23
2	N=15 %=11	N=12 %=11	N=27 %=11
3	N=8 %=6	N=5 %=5	N=13 %=5
4	N=79 %=59	N=65 %=61	N=144 %=60

χ^2 with 3 d.f. = .22 ($p \leq .9751$) 240

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCXLV).

Item 10

In the middle of his interview the interviewer suddenly asks John if he has a police record. Five years earlier John, as a juvenile, was charged with breaking and entering. The interviewer appears to be anxious about John's response. What should John say?

1. "No! My record is clean."
2. "No, outside of one minor incident back in my early teens."
3. "Yes, I do. I was picked up for breaking and entering when I was fourteen."
4. "Legally you're really not supposed to ask that question."

Combined Group Results. In a situation where the applicant was arrested for an incident in his youth and he is asked during an interview if he has a police record, 49 percent of the respondents indicated he should respond "No, outside of one minor incident back in my early teens," 39 percent chose the alternative "Yes, I do. I was picked up for breaking and entering when I was fourteen," eight percent selected "No! My record is clean," and, four percent chose "Legally you're really not supposed to ask that question."

Table CCXLVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	EMPLOYED RELATED (N=315)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=40)	TOTAL (N=476)
1	N=26 %=8	N=2 %=5	N=9 %=11	N=2 %=5	N=39 %=8
2	N=159 %=50	N=21 %=50	N=33 %=42	N=20 %=50	N=233 %=49
3	N=119 %=38	N=17 %=40	N=35 %=44	N=15 %=38	N=186 %=39
4	N=11 %=3	N=2 %=5	N=2 %=3	N=3 %=8	N=18 %=4

χ^2 with 9 d.f. = 3.16 ($p \leq .9576$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCXLVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCXLVI).

Table CCXLVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=217)	OTHER (N=172)	TOTAL (N=497)
1	N=6 %=6	N=23 %=11	N=11 %=6	N=40 %=8
2	N=55 %=51	N=104 %=48	N=85 %=49	N=244 %=49
3	N=41 %=38	N=82 %=38	N=71 %=41	N=194 %=39
4	N=6 %=6	N=8 %=4	N=5 %=3	N=19 %=4

χ^2 with 6 d.f. = 3.35 ($p \leq .7640$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCXLVII).

Table CCXLVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	RURAL (N=90)	URBAN (N=405)	TOTAL (N=495)
1	N=3 %=3	N=37 %=9	N=40 %=8
2	N=37 %=41	N=207 %=51	N=244 %=49
3	N=47 %=52	N=145 %=36	N=192 %=39
4	N=3 %=3	N=16 %=4	N=19 %=4

χ^2 with 3 d.f. = 8.39 ($p \leq .0385$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0385$). In determining what John should say about the fact that he had been charged with breaking and entering, 51 percent of the Urban compared to 41 percent of the Rural chose that John should say, "No, outside of one minor incident back in my early teens." Fifty-two percent of the Rural in contrast to 36 percent of the Urban graduates selected "Yes, I do. I was picked up for breaking and entering when I was fourteen," and, nine percent of the Urban compared to three percent of the Rural chose "No! My record is clean" as the best response for John (see Table CCXLVIII).

Table CCXLIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	MALE (N=322)	FEMALE (N=174)	TOTAL (N=496)
1	N=35 %=11	N=5 %=3	N=40 %=8
2	N=149 %=46	N=94 %=54	N=243 %=49
3	N=128 %=40	N=66 %=38	N=194 %=39
4	N=10 %=3	N=9 %=5	N=19 %=4

χ^2 with 3 d.f. = 11.70 ($p \leq .0085$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0085$). In determining what John should say about his previous juvenile arrest, 54 percent of the Females compared to 46 percent of the Males chose that he should respond, "No, outside of one minor incident back in my early teens." Eleven percent of the Males compared to three percent of the Females indicated that he should respond, "No! My record is clean" (see Table CCXLIX).

Table CCL

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 10

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=106)	TOTAL (N=238)
1	N=8 %=6	N=7 %=7	N=15 %=6
2	N=60 %=45	N=52 %=49	N=112 %=47
3	N=58 %=44	N=43 %=41	N=101 %=42
4	N=6 %=5	N=4 %=4	N=10 %=4

χ^2 with 3 d.f. = .18 ($p \leq .9803$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCL).

Item 11

Joan is interviewing for a position in the accounting department at the Lion Company. After telling Joan some general things about the company and the job duties, the interviewer asks Joan if there is anything she would like to ask. Joan would like to know about pay, fringes, security, promotion policies and so on. To create the best impression what should Joan ask about first?

1. salary.
2. fringe benefits.
3. job security.
4. opportunities for advancement.

Combined Group Results. After a general introduction by the interviewer and asked for questions, 60 percent of the respondents indicated that to create the best impression an interviewee should first ask about "opportunities for advancement," 21 percent selected "job security," 14 percent chose "salary," and, only four percent indicated the interviewee should first ask about "fringe benefits."

Table CCLI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	EMPLOYED RELATED (N=315)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=477)
1	N=50 %=16	N=4 %=10	N=11 %=14	N=2 %=5	N=67 %=14
2	N=17 %=5	N=1 %=2	N=2 %=3	N=2 %=5	N=22 %=5
3	N=67 %=21	N=11 %=26	N=15 %=19	N=7 %=18	N=100 %=21
4	N=181 %=57	N=26 %=62	N=52 %=65	N=29 %=73	N=288 %=60

χ^2 with 9 d.f. = 5.35 ($p \leq .8029$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCLI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCLI).

Table CCLII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	BUSINESS (N=107)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=173)	TOTAL (N=498)
1	N=10 %=9	N=28 %=13	N=32 %=19	N=70 %=14
2	N=4 %=4	N=10 %=5	N=8 %=5	N=22 %=4
3	N=15 %=14	N=46 %=21	N=43 %=25	N=104 %=21
4	N=78 %=73	N=134 %=61	N=90 %=52	N=302 %=61

χ^2 with 6 d.f. = 11.32 ($p \leq .0790$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0790$). In seeking to create the best impression, 73 percent of the Business and 61 percent of the Technical and Industrial compared to 52 percent of the Other respondents indicated that Joan should first ask about "opportunities for advancement." Nineteen percent of the Others compared to 13 percent of the Technical and Industrial and nine percent of the Business respondents chose "salary," and, 25 percent of the Other respondents and 21 percent of the Technical and Industrial graduates compared to 14 percent of the Business graduates selected "job security" (see Table CCLII).

Table CCLIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	RURAL (N=90)	URBAN (N=405)	TOTAL (N=495)
1	N=15 %=17	N=55 %=14	N=70 %=14
2	N=5 %=6	N=16 %=4	N=21 %=4
3	N=23 %=26	N=80 %=20	N=103 %=21
4	N=47 %=52	N=254 %=63	N=301 %=61

χ^2 with 3 d.f. = 2.55 ($p \leq .4670$) 246

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCLIII).

Table CCLIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	MALE (N=323)	FEMALE (N=174)	TOTAL (N=497)
1	N=40 %=12	N=29 %=17	N=69 %=14
2	N=12 %=4	N=10 %=6	N=22 %=4
3	N=66 %=20	N=38 %=22	N=104 %=21
4	N=205 %=63	N=97 %=56	N=302 %=61

χ^2 with 3 d.f. = 3.76 ($p \leq .2880$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCLIV).

Table CCLV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 11

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=107)	TOTAL (N=240)
1	N=20 %=15	N=21 %=20	N=41 %=17
2	N=8 %=6	N=1 %=.93	N=9 %=4
3	N=29 %=22	N=18 %=17	N=47 %=20
4	N=76 %=57	N=67 %=63	N=143 %=60

χ^2 with 3 d.f. = 4.06 ($p \leq .2553$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCLV).

Item 12

Joe is interviewing for a job as a maintenance mechanic at Bill's Supply Company. During the interview he is asked why he would like to work for this company. How should Joe respond if he wants to make a good impression?

1. "It's close to home and I'd like to remain in this area."
2. "I've heard that there is excellent job security here and I'm interested in staying in one place."
3. "I know the wages are good and that is important to me."
4. "I know this company is a leader in the mechanic tool supply business."

Combined Group Results. In a situation during an interview when an applicant is asked why he would like to work for this particular company, 55 percent of the respondents indicated he should respond, "I know this company is a leader in the mechanic tool supply business," 41 percent indicated he should answer, "I've heard that there is excellent job security here and I'm interested in staying in one place." No more than two percent of the respondents selected any other alternative.

Table CCLVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 12

RESPONSE	EMPLOYED RELATED (N=317)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=40)	TOTAL (N=478)
1	N=8 %=3	N=1 %=2	N=0 %=0	N=0 %=0	N=9 %=2
2	N=132 %=42	N=18 %=43	N=36 %=46	N=20 %=50	N=206 %=43
3	N=4 %=1	N=0 %=0	N=1 %=1	N=0 %=0	N=5 %=1
4	N=173 %=55	N=23 %=55	N=42 %=53	N=20 %=50	N=258 %=52

χ^2 with 9 d.f. = 1.69 ($p \leq .9954$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCLVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCLVI).

Table CCLVII

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NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 12

RESPONSE	BUSINESS (N=107)	TECHNICAL & INDUSTRIAL (N=219)	OTHER (N=172)	TOTAL (N=498)
1	N=4 %=4	N=4 %=2	N=2 %=1	N=10 %=2
2	N=44 %=41	N=102 %=47	N=62 %=36	N=208 %=42
3	N=1 %=.93	N=3 %=1	N=1 %=.58	N=5 %=1
4	N=58 %=54	N=110 %=50	N=107 %=62	N=275 %=55

χ^2 with 6 d.f. = 5.80 ($p \leq .4457$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCLVII).

Table CCLVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 12

RESPONSE	RURAL (N=89)	URBAN (N=406)	TOTAL (N=495)
1	N=5 %=6	N=5 %=1	N=10 %=2
2	N=40 %=45	N=167 %=41	N=207 %=42
3	N=2 %=2	N=3 %=.74	N=5 %=1
4	N=42 %=47	N=231 %=57	N=273 %=55

χ^2 with 3 d.f. = 6.69 ($p \leq .0825$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0825$). Fifty-seven percent of the Urban in contrast to 47 percent of the Rural chose "I know this company is a leader in the mechanic tool supply business." Six percent of the Rural compared to one percent of the Urban respondents selected "I've heard that there is excellent job security here..." (see Table CCLVIII).

Table CCLIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 12

RESPONSE	MALE (N=323)	FEMALE (N=174)	TOTAL (N=497)
1	N=9 %=3	N=1 %=.57	N=10 %=2
2	N=140 %=43	N=68 %=39	N=208 %=42
3	N=4 %=1	N=1 %=.57	N=5 %=1
4	N=170 %=53	N=104 %=60	N=274 %=55

χ^2 with 3 d.f. = 3.13 ($p \leq .3721$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCLIX).

Table CCLX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 12

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=107)	TOTAL (N=240)
1	N=3 %=2	N=2 %=2	N=5 %=2
2	N=58 %=44	N=37 %=35	N=95 %=40
3	N=2 %=2	N=1 %=.93	N=3 %=1
4	N=70 %=53	N=67 %=63	N=137 %=57

χ^2 with 3 d.f. = 1.87 ($p \leq .5994$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCLX).

Item 13

Jack has worked for Acme Corporation for five years as a sales representative. He has improved his position each year. A new sales manager has been hired. He and Jack don't get along. Jack is now interviewing with a new company for a similar position. The interviewer asks Jack why he is considering leaving Acme. What should Jack tell him?

1. "To be frank, Acme has hired a new sales manager. With him in control I don't think I can continue to progress at the rate I have in the past."
2. "While I have made progress at Acme, I'm interested in finding a company where I can advance at a faster pace if my work warrants it."
3. "For me to represent a company I have to be enthused about that company. That is no longer true for me at Acme." .
4. "I think that I need a change. I have worked at Acme for five years and would prefer trying my hand in a new company with new lines."

Combined Group Results. Respondents were generally mixed as to what a successful salesman who does not get along with his new sales manager should report in an interview as to his reason for wanting to leave his current position. Forty-three percent of the respondents indicated the salesman should say, "While I have made progress at Acme, I'm interested in finding a company where I can advance at a faster pace if my work warrants it," 27 percent chose the answer, "To be frank, Acme has hired a new sales manager. With him in control I don't think I can continue to progress at the rate I have in the past," 18 percent chose "For me to represent a company I have to be enthused about that company. That is no longer true for me at Acme," and, 12 percent selected the answer, "I think I need a change. I have worked at Acme for five years and would prefer trying my hand in a new company with new lines."

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=478)
1	N=85 %=27	N=8 %=19	N=25 %=31	N=15 %=38	N=133 %=28
2	N=136 %=43	N=21 %=50	N=32 %=40	N=14 %=35	N=203 %=42
3	N=57 %=18	N=5 %=12	N=13 %=16	N=7 %=18	N=82 %=17
4	N=38 %=12	N=8 %=19	N=10 %=13	N=4 %=10	N=60 %=13

χ^2 with 9 d.f. = 6.72 ($p \leq .6665$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCLXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCLXI).

Table CCLXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=173)	TOTAL (N=499)
1	N=26 %=24	N=62 %=28	N=48 %=28	N=136 %=27
2	N=49 %=45	N=96 %=44	N=69 %=40	N=214 %=43
3	N=17 %=16	N=39 %=18	N=32 %=19	N=88 %=18
4	N=16 %=15	N=21 %=10	N=24 %=14	N=61 %=12

χ^2 with 6 d.f. = 3.59 ($p \leq .7319$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCLXII).

Table CCLXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	RURAL (N=90)	URBAN (N=406)	TOTAL (N=496)
1	N=20 %=22	N=114 %=28	N=134 %=27
2	N=35 %=39	N=178 %=44	N=213 %=43
3	N=14 %=16	N=74 %=18	N=88 %=18
4	N=21 %=23	N=40 %=10	N=61 %=12

χ^2 with 3 d.f. = 12.54 ($p \leq .0057$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0057$). In determining what to tell the interviewer about why Jack is considering leaving Acme Corporation, 23 percent of the Rural compared to ten percent of the Urban graduates chose the response, "I think I need a change..." (see Table CCLXIII).

Table CCLXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	MALE (N=323)	FEMALE (N=175)	TOTAL (N=498)
1	N=96 %=30	N=40 %=23	N=136 %=27
2	N=133 %=41	N=80 %=46	N=213 %=43
3	N=61 %=19	N=27 %=15	N=88 %=18
4	N=33 %=10	N=28 %=16	N=61 %=12

χ^2 with 3 d.f. = 6.37 ($p \leq .0949$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0949$). In determining what Jack should tell the interviewer about why he is considering leaving Acme, 46 percent of the Females compared to 41 percent of the Males indicated that Jack should respond, "While I have made progress at Acme, I'm interested in finding a company where I can advance at a faster pace if my work warrants it." Thirty percent of the Males in contrast to 23 percent of the Females chose "To be frank...", and, 16 percent of the Females compared to ten percent of the Males selected, "I think I need a change..." (see Table CCLXIV).

Table CCLXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 13

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=107)	TOTAL (N=240)
1	N=32 %=24	N=32 %=30	N=64 %=27
2	N=56 %=42	N=49 %=46	N=105 %=44
3	N=23 %=17	N=12 %=11	N=35 %=11
4	N=22 %=17	N=14 %=13	N=36 %=15

χ^2 with 3 d.f. = 2.92 ($p \leq .4043$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCLXV).

Item 14

Bridget is applying for a job as an insurance underwriter trainee at the Happy Health Insurance Company. She filled out the application blank. Now they want her to take an interest test and a personality test. If she really wants to get the job, how should Bridget respond to the questions on these tests?

1. try to answer the questions as honestly as possible.
2. try to think of the kinds of interests and type of personality an underwriter typically would have, and answer in this manner.
3. try to answer the questions like "Ms. Silent Majority" or "Ms. Average America" should.
4. refuse to take the tests because these types of tests have nothing to do with her ability to perform the job.

Combined Group Results. Eighty-nine percent of the respondents indicated that an applicant having taken interest personality tests should "try to answer the questions as honestly as possible" and eight percent indicated the applicant should "try to think of the kinds of interests and type of personality an underwriter typically would have and answer in this manner." Only one percent of the respondents chose either that she should "refuse to take the tests..." or "try to answer the questions like 'Ms. Silent Majority' or 'Ms. Average America' would."

Table CCLXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 14

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=41)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=477)
1	N=281 %=89	N=36 %=88	N=76 %=95	N=35 %=88	N=428 %=90
2	N=26 %=8	N=4 %=10	N=3 %=4	N=5 %=13	N=38 %=8
3	N=4 %=1	N=1 %=2	N=0 %=0	N=0 %=0	N=5 %=1
4	N=5 %=2	N=0 %=0	N=1 %=1	N=0 %=0	N=6 %=1

χ^2 with 9 d.f. = 2.30 ($p \leq .9858$) 255

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCLXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCLXVI).

Table CCLXVII

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NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 14

RESPONSE	BUSINESS (N=107)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=173)	TOTAL (N=498)
1	N=100 %=93	N=192 %=88	N=155 %=90	N=447 %=90
2	N=5 %=5	N=22 %=10	N=13 %=8	N=40 %=8
3	N=2 %=2	N=3 %=1	N=0 %=0	N=5 %=1
4	N=0 %=0	N=1 %=.46	N=5 %=3	N=6 %=1

χ^2 with 6 d.f. = 7.07 ($p \leq .3144$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCLXVII).

Table CCLXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 14

RESPONSE	RURAL (N=90)	URBAN (N=405)	TOTAL (N=495)
1	N=83 %=92	N=362 %=89	N=445 %=90
2	N=5 %=6	N=34 %=8	N=39 %=8
3	N=1 %=1	N=4 %=.99	N=5 %=1
4	N=1 %=1	N=5 %=1	N=6 %=1

χ^2 with 3 d.f. = .47 ($p \leq .9245$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCLXVIII).

Table CCLXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 14

RESPONSE	MALE (N=322)	FEMALE (N=175)	TOTAL (N=497)
1	N=285 %=89	N=161 %=92	N=446 %=90
2	N=31 %=10	N=9 %=5	N=40 %=8
3	N=3 %=.93	N=2 %=1	N=5 %=1
4	N=3 %=.93	N=3 %=2	N=6 %=1

χ^2 with 3 d.f. = 2.53 ($p \leq .4698$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCLXIX).

Table CCLXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 14

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=106)	TOTAL (N=239)
1	N=117 %=88	N=98 %=92	N=215 %=90
2	N=13 %=10	N=8 %=8	N=21 %=8
3	N=1 %=.75	N=0 %=0	N=1 %=.42
4	N=2 %=2	N=0 %=0	N=2 %=.84

χ^2 with 3 d.f. = .52 ($p \leq .9149$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCLXX).

Item 15

Sarah realizes that the interviewer is ending the interview. It seems that things have gone well. She thinks that she may be offered the job. The interviewer says that she will call Sarah the next day to let her know. No mention has been made of salary or fringe benefits. What should Sarah do?

1. say, "Excuse me but one thing I forgot to find out was what the salary would be."
2. not ask, it may leave a bad impression. She can assume fringes and salary will be normal for this line of work or the interviewer would have mentioned them.
3. not ask, it may leave a bad impression. She can ask the receptionist, "I forgot to find out about the salary range and fringe benefits, can you tell me anything about it?"
4. not bring it up now, but if the interviewer calls to tell her she has the job she should ask then about salary and fringe benefits before she accepts.

Combined Group Results. In a situation where no mention of salary has been made but the interviewer indicates that she will call the applicant to inform her whether or not she has the job, 53 percent of the respondents indicated that the interviewee should "not bring it up now, but if the interviewer calls...", and 42 percent indicated that the interviewee should say "Excuse me, but one thing I forgot to find out about was what the salary would be." No more than two percent of the respondents selected either of the other alternatives.

Table CCLXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=41)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=477)
1	N=141 %=45	N=14 %=34	N=38 %=48	N=11 %=28	N=204 %=43
2	N=6 %=2	N=1 %=2	N=1 %=1	N=2 %=5	N=10 %=2
3	N=5 %=2	N=0 %=0	N=2 %=3	N=0 %=0	N=7 %=1
4	N=164 %=52	N=26 %=62	N=39 %=49	N=27 %=68	N=256 %=54

χ^2 with 9 d.f. = 5.72 ($p \leq .7679$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCLXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCLXXI).

Table CCLXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	BUSINESS (N=107)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=173)	TOTAL (N=498)
1	N=47 %=44	N=86 %=39	N=80 %=46	N=213 %=43
2	N=2 %=2	N=5 %=2	N=3 %=2	N=10 %=2
3	N=3 %=3	N=2 %=.92	N=2 %=1	N=7 %=1
4	N=55 %=51	N=125 %=57	N=88 %=51	N=268 %=54

χ^2 with 6 d.f. = 2.42 ($p \leq .8775$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCLXXII).

Table CCLXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	RURAL (N=90)	URBAN (N=405)	TOTAL (N=495)
1	N=38 %=42	N=173 %=43	N=211 %=43
2	N=2 %=2	N=8 %=2	N=10 %=2
3	N=1 %=1	N=6 %=1	N=7 %=1
4	N=49 %=54	N=218 %=54	N=267 %=54

χ^2 with 3 d.f. = .00 ($p \leq 1.0000$) 259

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCLXXIII).

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	MALE (N=322)	FEMALE (N=175)	TOTAL (N=497)
1	N=128 %=40	N=84 %=48	N=212 %=43
2	N=9 %=3	N=1 %=.57	N=10 %=2
3	N=5 %=2	N=2 %=1	N=7 %=1
4	N=180 %=56	N=88 %=50	N=268 %=54

χ^2 with 3 d.f. = 3.97 ($p \leq .2643$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCLXXIV).

Table CCLXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 15

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=106)	TOTAL (N=239)
1	N=44 %=33	N=61 %=58	N=105 %=44
2	N=2 %=2	N=0 %=0	N=2 %=.84
3	N=3 %=2	N=1 %=.94	N=4 %=2
4	N=84 %=63	N=44 %=42	N=128 %=54

χ^2 with 3 d.f. = 12.63 ($p \leq .0055$)

Experience (age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0055$). In determining how to handle salary during an interview, 63 percent of the Inexperienced compared to 42 percent of the Experienced indicated that she should "not bring it up now, but if the interviewer calls to tell her she has the job she should ask about the salary and fringe benefits before she accepts." Fifty-eight percent of the Experienced compared to 33 percent of the Inexperienced respondents indicated that Sarah should say "Excuse me, but one thing I forgot to find out about was what the salary would be" (see Table CCLXXV).

Item 16

Rachel has been through an extensive job search and a long series of interviews. She has been given four firm job offers. After much consideration she decides to accept the offer from Paradise Company. She is not quite sure what to do about the other three offers. What do you think Rachel should do?

1. call each of the others, thank them for their offer and tell them of her decision.
2. do nothing. She's a beginning worker and in a tight job market. They have many other candidates they can offer the job to.
3. write each of the other companies, thank them and tell them of her decision.
4. first call each of the other three companies and then write them as well.

Combined Group Results. Responses were generally mixed as to what an individual should do about three job offers after deciding to take a fourth. Forty-four percent of the respondents chose that the individual should "call each of the others, thank them for their offer and tell them of her decision," 31 percent selected that she should "first call each of the other three companies and then write write them as well," 22 percent chose "write each of the other companies, thank them and tell them of her decision," and, only two percent chose "do nothing..."

Table CCLXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=41)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=40)	TOTAL (N=476)
1	N=152 %=48	N=18 %=44	N=27 %=34	N=15 %=38	N=212 %=45
2	N=7 %=2	N=0 %=0	N=2 %=3	N=1 %=3	N=10 %=2
3	N=55 %=17	N=12 %=29	N=27 %=34	N=12 %=30	N=106 %=22
4	N=102 %=32	N=11 %=27	N=23 %=29	N=12 %=30	N=148 %=31

χ^2 with 9 d.f. = 12.25 ($p \leq .1995$)

Employment Status. When responses were compared according to employment status, significant differences were obtained ($p \leq .1955$). Having been given four firm offers, 48 percent of the Employed Related and 44 percent of the Employed Unrelated compared to 34 percent of the Underemployed and 38 percent of the Unemployed indicated that Rachel should "call each of the others, thank them for their offer and tell them of her decision." Thirty-two percent of the Employed Related, 27 percent of the Employed Unrelated, 29 percent of the Underemployed and 30 percent of the Unemployed would "first call each of the other three companies and then write them as well" (see Table CCLXXVI).

Employment Status & Voc-Tech Training. In the three-way analysis (Voc-Tech training/Employment status) significant differences ($p \leq .2382$) were also found. No respondents in the Business/Employed Related category chose "do nothing..." Forty-four percent of the Employed Business compared to significantly fewer of the Unemployed Business selected that the individual should "first call each of the other three companies and then write them as well" (see Table CCLXXVI).

Table CCLXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	BUSINESS (N=107)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=172)	TOTAL (N=497)
1	N=41 %=38	N=105 %=48	N=77 %=45	N=223 %=45
2	N=0 %=0	N=8 %=4	N=2 %=1	N=10 %=2
3	N=23 %=22	N=43 %=20	N=45 %=26	N=111 %=22
4	N=43 %=40	N=62 %=28	N=48 %=28	N=153 %=31

χ^2 with 6 d.f. = 10.07 ($p \leq .1215$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .1215$). Thirty-eight percent of the Business compared to 48 percent of the Technical and Industrial and 45 percent of the Other respondents indicated that Rachel should "call each of the others, thank them for their offer and tell them of her decision..." Forty percent of the Business compared to 28 percent of the Technical and Industrial and 28 percent of the Other graduates chose that she should "first call each of the other three companies and then write them as well" (see Table CCLXXVII).

Table CCLXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	RURAL (N=90)	URBAN (N=404)	TOTAL (N=494)
1	N=29 %=32	N=191 %=47	N=220 %=45
2	N=4 %=4	N=6 %=1	N=10 %=2
3	N=31 %=34	N=80 %=20	N=111 %=22
4	N=26 %=29	N=127 %=31	N=153 %=31

χ^2 with 3 d.f. = 11.78 ($p \leq .0082$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0082$). Forty-seven percent of the Urban compared to 32 percent of the Rural indicated that she should "call each of the others, thank them for their offer and tell them of her decision." Thirty-four percent of the Rural compared to 20 percent of the Urban indicated she should "write each of the other companies, thank them and tell them of her decision" (see Table CCLXXVIII).

Table CCLXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	MALE (N=322)	FEMALE (N=174)	TOTAL (N=496)
1	N=149 %=46	N=74 %=43	N=223 %=45
2	N=8 %=2	N=2 %=1	N=10 %=2
3	N=74 %=23	N=37 %=21	N=111 %=22
4	N=91 %=28	N=61 %=35	N=152 %=31

χ^2 with 3 d.f. = 2.29 ($p \leq .5144$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCLXXIX).

Table CCLXXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 16

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=106)	TOTAL (N=238)
1	N=59 %=45	N=46 %=43	N=105 %=44
2	N=3 %=2	N=0 %=0	N=3 %=1
3	N=28 %=21	N=24 %=23	N=52 %=22
4	N=42 %=32	N=36 %=34	N=78 %=33

χ^2 with 3 d.f. = .99 ($p \leq .8048$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCLXXX).

Item 17A

Pat is applying for a job as a Management trainee at the personnel department of ACE Tool & Die. Pat has determined that he possesses the positive selling points listed below. Check Pat's four best selling points. (use an X)

- _____ Training in the area Vocational School
- _____ Average grades in school
- _____ Good attendance record in school
- _____ Class secretary
- _____ Previous volunteer work in hospital
- _____ Member of Junior Achievement in high school
- _____ Good reference from previous employer
- _____ Careful and cautious in following instructions
- _____ Neat and orderly
- _____ Neat appearance
- _____ Good conversationalist
- _____ Respectful of authority
- _____ Pleasant disposition

Combined Group Results. From a list of 13 characteristics, respondents were asked to select Pat's four best selling points if he were applying for a job as a management trainee. Sixty-six percent of the respondents indicated that a "good reference from a previous employer" was a good selling point. Fifty-six percent of the respondents indicated that "training in the area Vocational School" was a good selling point. Fifty percent of the respondents indicated that a "pleasant disposition" was a good selling point. Forty-three percent of the respondents indicated that "good attendance in school" was a positive selling point. Thirty-seven percent of the respondents indicated that being "neat and orderly" was a positive selling point. Thirty-one percent indicated that a "neat appearance" was a positive selling point.

Table CCLXXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED,
EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17A 1-13)

RESPONSE	EMPLOYED RELATED (N=313)	EMPLOYED UNRELATED (N=40)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=473)	p
1	N=187 %=60	N=26 %=65	N=46 %=58	N=17 %=43	N=276 %=58	.1620
2	N=14 %=4	N=4 %=10	N=4 %=5	N=3 %=8	N=25 %=5	.7292
3	N=138 %=44	N=15 %=38	N=35 %=44	N=18 %=45	N=206 %=44	.8807
4	N=29 %=9	N=3 %=8	N=11 %=14	N=4 %=10	N=47 %=10	.7859
5	N=16 %=5	N=2 %=5	N=3 %=4	N=1 %=3	N=22 %=5	.9851
6	N=54 %=17	N=8 %=20	N=18 %=23	N=10 %=25	N=90 %=19	.5286
7	N=214 %=68	N=27 %=68	N=55 %=69	N=20 %=50	N=316 %=67	.1336
8	N=72 %=23	N=14 %=35	N=13 %=16	N=9 %=23	N=108 %=23	.1488
9	N=118 %=38	N=14 %=35	N=22 %=28	N=21 %=53	N=175 %=37	.0614
10	N=93 %=30	N=13 %=33	N=32 %=40	N=11 %=28	N=149 %=32	.3263
11	N=93 %=30	N=8 %=20	N=23 %=29	N=13 %=33	N=137 %=29	.5951
12	N=61 %=19	N=7 %=18	N=10 %=13	N=9 %=23	N=87 %=18	.4624
13	N=162 %=52	N=17 %=43	N=39 %=49	N=24 %=60	N=242 %=51	.4433

Employment Status. In the analysis by employment status, significant differences were found for the following responses: 1) "training in the area Vocational School" was significant at .1620; 7) "good reference from a previous employer" was significant at .1336; 8) "careful and cautious in following instructions" was significant at .1488; and, 9) "neat and orderly" was significant at .0614 (see Table CCLXXXI).

Table CCLXXXII

NUMBERS AND PERCENTAGES OF BUSINESS,
TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES
SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17A 1-13)

RESPONSE	BUSINESS (N=106)	TECHNICAL & INDUSTRIAL (N=217)	OTHER (N=171)	TOTAL (N=494)	p
1	N=63 %=59	N=129 %=59	N=91 %=53	N=283 %=57	.4124
2	N=4 %=4	N=7 %=3	N=14 %=8	N=25 %=5	.0684
3	N=48 %=45	N=95 %=44	N=73 %=43	N=216 %=44	.9143
4	N=12 %=11	N=23 %=11	N=15 %=9	N=50 %=10	.7541
5	N=6 %=6	N=9 %=4	N=10 %=6	N=25 %=5	.7130
6	N=19 %=18	N=52 %=24	N=24 %=14	N=95 %=19	.0447
7	N=71 %=68	N=143 %=66	N=116 %=68	N=330 %=67	.9213
8	N=18 %=17	N=51 %=24	N=39 %=23	N=108 %=22	.3849
9	N=28 %=26	N=82 %=38	N=73 %=43	N=183 %=37	.0232
10	N=42 %=40	N=62 %=29	N=54 %=32	N=158 %=32	.1341
11	N=30 %=28	N=62 %=29	N=52 %=30	N=144 %=29	.9033
12	N=22 %=21	N=42 %=19	N=30 %=18	N=94 %=19	.7927
13	N=60 %=57	N=103 %=47	N=90 %=53	N=253 %=51	.2738

Training Program Completed. In the analysis by Voc-Tech training, significant differences were found for the following responses: 2) "average grades in school" was significant at .0684; 6) "membership in Junior Achievement" was significant at .0447; 9) "neat and orderly" was significant at .0232; and, 10) "neat appearance" was significant at .1341 (see Table CCLXXXII).

Table CCLXXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17A 1-13)

RESPONSE	RURAL (N=89)	URBAN (N=402)	TOTAL (N=491)	p
1	N=60 %=67	N=221 %=55	N=281 %=57	.0426
2	N=9 %=10	N=15 %=4	N=24 %=5	.0242
3	N=44 %=49	N=170 %=42	N=214 %=44	.2658
4	N=5 %=6	N=45 %=11	N=50 %=10	.1675
5	N=1 %=1	N=24 %=6	N=25 %=5	.1062
6	N=6 %=7	N=89 %=22	N=95 %=19	.0015
7	N=67 %=75	N=261 %=65	N=328 %=67	.0796
8	N=22 %=25	N=85 %=21	N=107 %=22	.5503
9	N=31 %=35	N=151 %=38	N=182 %=37	.7178
10	N=28 %=31	N=129 %=32	N=157 %=32	.9916
11	N=22 %=25	N=122 %=30	N=144 %=29	.3540
12	N=14 %=16	N=79 %=20	N=93 %=19	.4809
13	N=44 %=49	N=207 %=51	N=251 %=51	.8153

Locale of Training. In the analysis by locale, significant differences were found for the following responses: 1) "training in the area Vocational School" was significant at .0426; 2) "average grades in school" was significant at .0242; 4) "class secretary" was significant at .1675; 5) "previous volunteer work in a hospital" was significant at .1062; 6) "membership in Junior Achievement" was significant at .0015; and, 7) "good reference from a previous employer" was significant at .0796 (see Table CCLXXXIII).

Table CCLXXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17A 1-13)

RESPONSE	MALE (N=320)	FEMALE (N=173)	TOTAL (N=493)	p
1	N=192 %=60	N=91 %=53	N=283 %=57	.1362
2	N=9 %=3	N=16 %=9	N=25 %=5	.0038
3	N=145 %=45	N=70 %=40	N=215 %=44	.3466
4	N=37 %=12	N=13 %=8	N=50 %=10	.2060
5	N=17 %=5	N=8 %=5	N=25 %=5	.9066
6	N=70 %=22	N=25 %=14	N=95 %=19	.0608
7	N=210 %=66	N=119 %=69	N=329 %=67	.5413
8	N=72 %=23	N=36 %=21	N=108 %=22	.7497
9	N=114 %=36	N=69 %=40	N=183 %=37	.4028
10	N=98 %=31	N=59 %=34	N=157 %=32	.4902
11	N=93 %=29	N=50 %=29	N=143 %=29	.9470
12	N=69 %=22	N=25 %=14	N=94 %=19	.0721
13	N=147 %=46	N=105 %=61	N=252 %=51	.0024

Sex. In the analysis by sex, significant differences were found for the following responses: 1) "training in the area Vocational School" was significant at .1362; 2) "average grades in school" was significant at .0038; 4) "class secretary" was significant at .2060; 6) "membership in Junior Achievement" was significant at .0608; 12) "respect for authority" was significant at .0721; and, 13) "pleasant disposition" was significant at .0024 (see Table CCLXXXIV).

Table CCLXXXV

NUMBERS AND PERCENTAGES OF
INEXPERIENCED AND EXPERIENCED VTAE GRADUATES
SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17A 1-13)

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=105)	TOTAL (N=237)	p
1	N=90 %=68	N=55 %=52	N=145 %=61	.0190
2	N=11 %=8	N=4 %=4	N=15 %=6	.2492
3	N=73 %=55	N=38 %=36	N=111 %=47	.0051
4	N=7 %=5	N=9 %=8	N=16 %=7	.4620
5	N=6 %=5	N=4 %=4	N=10 %=4	.9639
6	N=21 %=16	N=21 %=20	N=42 %=18	.5169
7	N=91 %=69	N=68 %=65	N=159 %=67	.5887
8	N=27 %=20	N=30 %=29	N=57 %=24	.1938
9	N=46 %=35	N=41 %=39	N=64 %=61	.5957
10	N=34 %=26	N=33 %=31	N=72 %=69	.4134
11	N=37 %=28	N=31 %=30	N=68 %=29	.9140
12	N=25 %=19	N=25 %=24	N=50 %=21	.4517
13	N=56 %=42	N=57 %=54	N=113 %=48	.0919

Experience (Age). In the analysis by experience, significant differences were found for the following responses: 1) "training in the area Vocational School" was significant at .0190; 2) "average grades in school" was significant at .2492; 3) "good attendance record in school" was significant at .0051; 8) "careful and cautious in following instructions" was significant at .1938; and, 13) "pleasant disposition" was significant at .0919 (see Table CCLXXXV).

Item 17B

Mark Pat's four best selling points if he were applying for a job as a welder. (use an O)

- _____ Training in the area Vocational School
- _____ Average grades in school
- _____ Good attendance record in school
- _____ Class secretary
- _____ Previous volunteer work in hospital
- _____ Member of Junior Achievement in high school
- _____ Good reference from previous employer
- _____ Careful and cautious in following instructions
- _____ Neat and orderly
- _____ Neat appearance
- _____ Good conversationalist
- _____ Respectful of authority
- _____ Pleasant disposition

Combined Group Results. From a list of 13 characteristics, respondents were asked to select Pat's four best selling points if he were applying for a job as a welder. Eighty-one percent of the respondents indicated that "training in the area Vocational School" was a positive selling point. Seventy-one percent of the respondents indicated that being "careful and cautious in following instructions" was a positive selling point. Sixty-seven percent of the respondents indicated that a "good reference from a previous employer" was a positive selling point. Fifty-one percent of the respondents indicated that "good attendance in school" was a positive selling point. Thirty-four percent of the respondents indicated that being "respectful of authority" was a positive selling point.

Table CCLXXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED,
EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17B 1-13)

RESPONSE	EMPLOYED RELATED (N=287)	EMPLOYED UNRELATED (N=36)	UNDER- EMPLOYED (N=70)	UNEMPLOYED (N=37)	TOTAL (N=430)	p
1	N=258 %=90	N=34 %=94	N=64 %=91	N=31 %=84	N=387 %=90	.7088
2	N=21 %=7	N=0 %=0	N=4 %=6	N=6 %=16	N=31 %=7	.1626
3	N=164 %=57	N=21 %=58	N=43 %=61	N=21 %=57	N=249 %=58	.9302
4	N=1 %=.35	N=0 %=0	N=0 %=0	N=0 %=0	N=1 %=.23	1.0000
5	N=2 %=.70	N=1 %=3	N=1 %=1	N=1 %=3	N=5 %=1	.9709
6	N=19 %=7	N=1 %=3	N=5 %=7	N=1 %=3	N=26 %=7	.9007
7	N=217 %=76	N=31 %=86	N=48 %=69	N=27 %=73	N=323 %=75	.2550
8	N=230 %=80	N=29 %=81	N=51 %=73	N=29 %=78	N=339 %=79	.6019
9	N=63 %=22	N=5 %=14	N=17 %=24	N=8 %=22	N=93 %=22	.6636
10	N=25 %=9	N=3 %=8	N=7 %=10	N=3 %=8	N=38 %=9	.9994
11	N=3 %=1	N=1 %=3	N=0 %=0	N=1 %=3	N=5 %=1	.9852
12	N=105 %=37	N=15 %=42	N=27 %=39	N=15 %=41	N=162 %=38	.9094
13	N=39 %=14	N=2 %=6	N=9 %=13	N=5 %=14	N=55 %=13	.7522

Employment Status. In the analysis by employment status, a significant difference was found for number 2--"average grades in school." It was significant at .1626 (see Table CCLXXXVI).

Table CCLXXXVII

NUMBERS AND PERCENTAGES OF BUSINESS,
TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES
SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17B 1-13)

RESPONSE	BUSINESS (N=100)	TECHNICAL & INDUSTRIAL (N=190)	OTHER (N=160)	TOTAL (N=450)	p
1	N=88 %=88	N=175 %=92	N=143 %=89	N=406 %=90	.4834
2	N=5 %=5	N=14 %=7	N=13 %=8	N=32 %=7	.6241
3	N=51 %=51	N=113 %=59	N=93 %=58	N=257 %=57	.3633
4	N=0 %=0	N=1 %=.53	N=0 %=0	N=1 %=.22	.9928
5	N=2 %=2	N=1 %=.53	N=3 %=2	N=6 %=1	.7741
6	N=6 %=6	N=8 %=4	N=12 %=8	N=26 %=6	.4194
7	N=73 %=73	N=141 %=74	N=123 %=77	N=337 %=75	.7513
8	N=81 %=81	N=148 %=78	N=125 %=78	N=354 %=79	.8106
9	N=21 %=21	N=39 %=21	N=40 %=25	N=100 %=22	.5721
10	N=9 %=9	N=16 %=8	N=16 %=10	N=41 %=9	.8766
11	N=2 %=2	N=2 %=1	N=2 %=1	N=6 %=1	.9893
12	N=44 %=44	N=73 %=38	N=51 %=32	N=168 %=37	.1331
13	N=16 %=16	N=26 %=14	N=17 %=11	N=59 %=13	.4370

Training Program Completed. In the analysis by Voc-Tech training, a significant difference was found for number 12--"respect for authority." It was significant at .1331 (see Table CCLXXXVII).

Table CCLXXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17B 1-13)

RESPONSE	RURAL (N=79)	URBAN (N=369)	TOTAL (N=448)	p
1	N=69 %=87	N=336 %=91	N=405 %=90	.4197
2	N=10 %=13	N=21 %=6	N=31 %=7	.0488
3	N=47 %=59	N=209 %=57	N=256 %=57	.7339
4	N=0 %=0	N=1 %=.27	N=1 %=.22	.3952
5	N=1 %=1	N=5 %=1	N=6 %=1	.6336
6	N=3 %=4	N=23 %=6	N=26 %=6	.5652
7	N=58 %=73	N=277 %=75	N=335 %=75	.8699
8	N=63 %=80	N=289 %=78	N=352 %=79	.8970
9	N=21 %=27	N=79 %=21	N=100 %=22	.3935
10	N=11 %=14	N=30 %=8	N=41 %=9	.1597
11	N=2 %=3	N=4 %=1	N=6 %=1	.6336
12	N=20 %=25	N=147 %=40	N=167 %=37	.0218
13	N=11 %=14	N=47 %=13	N=58 %=13	.9199

Locale of Training. In the analysis by locale, significant differences were found for the following responses: 2) "average grades in school" was significant at .0488; 10) "neat appearance" was significant at .1597; and, 12) "respect for authority" was significant at .0218 (see Table CCLXXXVIII).

Table CCLXXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17B 1-13)

RESPONSE	MALE (N=285)	FEMALE (N=164)	TOTAL (N=449)	p
1	N=260 %=91	N=145 %=88	N=405 %=90	.4233
2	N=16 %=6	N=16 %=10	N=32 %=7	.1465
3	N=172 %=60	N=84 %=51	N=256 %=57	.0746
4	N=1 %=.35	N=0 %=0	N=1 %=.22	.7794
5	N=3 %=1	N=3 %=2	N=6 %=1	.7923
6	N=18 %=6	N=8 %=5	N=26 %=6	.6758
7	N=214 %=75	N=122 %=74	N=336 %=75	.9593
8	N=221 %=78	N=132 %=80	N=32 %=19	.5398
9	N=59 %=20	N=41 %=25	N=100 %=22	.3492
10	N=29 %=10	N=12 %=7	N=41 %=9	.3996
11	N=3 %=1	N=3 %=2	N=6 %=1	.7923
12	N=107 %=38	N=61 %=37	N=168 %=37	.9779
13	N=33 %=12	N=26 %=16	N=59 %=13	.2518

Sex. In the analysis by sex, significant differences were found for the following responses: 2) "average grades in school" was significant at .1465; and, 3) "good attendance in school" was significant at .0746 (see Table CCLXXXIX).

Table CCXC

NUMBERS AND PERCENTAGES OF
INEXPERIENCED AND EXPERIENCED VTAE GRADUATES
SELECTING AN APPLICANT'S FOUR BEST POSITIVE SELLING POINTS
(17B 1-13)

RESPONSE	INEXPERIENCED (N=121)	EXPERIENCED (N=96)	TOTAL (N=217)	p
1	N=107 %=88	N=88 %=91	N=195 %=90	.5767
2	N=12 %=10	N=8 %=8	N=20 %=9	.8694
3	N=71 %=59	N=44 %=46	N=115 %=53	.0808
4	N=0 %=0	N=0 %=0	N=0 %=0	
5	N=3 %=2	N=1 %=1	N=4 %=1	.7841
6	N=6 %=5	N=4 %=4	N=10 %=5	.9605
7	N=88 %=73	N=77 %=80	N=165 %=76	.2618
8	N=96 %=79	N=77 %=80	N=173 %=80	.9906
9	N=25 %=21	N=26 %=27	N=51 %=24	.3436
10	N=9 %=7	N=13 %=14	N=22 %=10	.2102
11	N=2 %=2	N=1 %=1	N=3 %=1	.8397
12	N=49 %=41	N=33 %=34	N=82 %=38	.4338
13	N=18 %=15	N=11 %=11	N=29 %=13	.5933

Experience (Age). In the analysis by experience, significant differences were found for the following responses: 3) "good attendance in school" was significant at .0808; and, 10) "neat appearance" was significant at .2102. No respondents chose number 4--"class secretary" (see Table CCXC).

Item 18

Jim works at Ace Assembly in a work team of 20 people. A large order has come in from a big manufacturer. Everyone is getting pretty tense about meeting the deadline for delivery three hours from now. Jim notices he is so tense that he keeps making careless mistakes. What should Jim do?

1. take a break and try to calm down.
2. tell the others he's jumpy and suggest that maybe they'd be better off without his help.
3. slow down his pace so he makes fewer mistakes.
4. ask the boss if he can't change jobs with someone else.

Combined Group Results. Fifty-three percent of the respondents felt that an employee, rushed and tense, in the face of a deadline and making careless mistakes should "slow down his pace so he makes fewer mistakes," 37 percent of the respondents chose that he should "take a break and try to calm down," eight percent selected "ask the boss if he can't change jobs with someone else," and, two percent indicated the employee should "tell the others he's jumpy and suggest that maybe they'd be better off without his help."

Table CCXCI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	EMPLOYED RELATED (N=316)	EMPLOYED UNRELATED (N=41)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=477)
1	N=121 %=38	N=11 %=27	N=23 %=29	N=18 %=45	N=173 %=36
2	N=5 %=2	N=2 %=5	N=0 %=0	N=1 %=3	N=8 %=2
3	N=165 %=52	N=25 %=61	N=50 %=63	N=17 %=43	N=257 %=54
4	N=25 %=8	N=3 %=7	N=7 %=9	N=4 %=10	N=39 %=8

χ^2 with 9 d.f. = 6.35 ($p \leq .7047$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCXCI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCXCI).

Table CCXCII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	BUSINESS (N=107)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=173)	TOTAL (N=498)
1	N=44 %=41	N=74 %=34	N=65 %=38	N=183 %=38
2	N=1 %=.93	N=5 %=2	N=3 %=2	N=9 %=2
3	N=57 %=53	N=116 %=53	N=94 %=54	N=267 %=54
4	N=5 %=5	N=23 %=11	N=11 %=6	N=39 %=8

χ^2 with 6 d.f. = 4.06 ($p \leq .6686$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCXCII).

Table CCXCIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	RURAL (N=90)	URBAN (N=405)	TOTAL (N=495)
1	N=23 %=26	N=159 %=39	N=182 %=37
2	N=0 %=0	N=9 %=2	N=9 %=2
3	N=61 %=68	N=204 %=50	N=265 %=54
4	N=6 %=7	N=33 %=8	N=39 %=8

χ^2 with 3 d.f. = 8.27 ($p \leq .0407$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0407$). Sixty-eight percent of the Rural compared to 50 percent of the Urban respondents indicated that he should "ask his boss if he can slow down his pace so he makes fewer mistakes." Thirty-nine percent of the Urban compared to 26 percent of the Rural indicated that he should "take a break and try to calm down" (see Table CCXCIII).

Table CCXCIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	MALE (N=322)	FEMALE (N=175)	TOTAL (N=497)
1	N=117 %=36	N=66 %=38	N=183 %=37
2	N=8 %=2	N=1 %=.57	N=9 %=2
3	N=166 %=52	N=100 %=57	N=266 %=54
4	N=31 %=10	N=8 %=5	N=39 %=8

χ^2 with 3 d.f. = 5.02 ($p \leq .1701$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1701$). Fifty-seven percent of the Females compared to 32 percent of the Males indicated that he should "slow down his pace so he makes fewer mistakes." Ten percent of the Males in contrast to five percent of the Females indicated he should "tell the others he's jumpy and suggest that maybe they'd be better off without his help" (see Table CCXCIV).

Table CCXCV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 18

RESPONSE	INEXPERIENCED (N=133)	EXPERIENCED (N=106)	TOTAL (N=239)
1	N=47 %=35	N=48 %=45	N=95 %=40
2	N=1 %=.75	N=2 %=2	N=3 %=1
3	N=77 %=58	N=47 %=44	N=124 %=52
4	N=8 %=6	N=9 %=8	N=17 %=7

χ^2 with 3 d.f. = 3.32 ($p \leq .3445$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCXCV).

Item 19

Jim, a new employee, is assigned to share an office with Art, a veteran employee. Art has the habit of listening to the radio while he works which Jim finds very distracting. What should Jim do?

1. ask the supervisor if he could share an office with someone else.
2. grin and bear it.
3. ask Art if he'd mind turning the radio off when Jim's in the office.
4. turn it off and tell Art he can't concentrate on his work when it's playing.

Combined Group Results. In a situation where a new employee is faced with a co-worker who plays distracting music on his radio, 69 percent of the respondents indicated the employee should "ask his co-worker if he'd mind turning the radio off." Eighteen percent indicated he should "ask his supervisor if he could share an office with someone else," and, 11 percent of the respondents indicated he should "grin and bear it."

Table CCXCVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	EMPLOYED RELATED (N=314)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=476)
1	N=49 %=16	N=12 %=29	N=18 %=23	N=6 %=15	N=85 %=18
2	N=39 %=12	N=3 %=7	N=10 %=13	N=2 %=5	N=54 %=11
3	N=223 %=71	N=26 %=62	N=52 %=65	N=31 %=78	N=332 %=70
4	N=3 %=.96	N=1 %=2	N=0 %=0	N=1 %=3	N=5 %=1

χ^2 with 9 d.f. = 6.11 ($p \leq .7290$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCXCVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCXCVI).

Table CCXCVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=171)	TOTAL (N=497)
1	N=23 %=21	N=34 %=16	N=31 %=18	N=88 %=18
2	N=11 %=10	N=30 %=14	N=15 %=9	N=56 %=11
3	N=72 %=67	N=152 %=70	N=124 %=73	N=348 %=70
4	N=2 %=2	N=2 %=.92	N=1 %=.58	N=5 %=1

χ^2 with 6 d.f. = 3.23 ($p \leq .7792$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCXCVII).

Table CCXCVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	RURAL (N=90)	URBAN (N=404)	TOTAL (N=494)
1	N=22 %=25	N=66 %=16	N=88 %=18
2	N=7 %=8	N=48 %=12	N=55 %=11
3	N=59 %=66	N=287 %=71	N=346 %=70
4	N=2 %=2	N=3 %=.74	N=5 %=1

χ^2 with 3 d.f. = 3.76 ($p \leq .2882$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCXCVIII).

Table CCXCIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	MALE (N=323)	FEMALE (N=173)	TOTAL (N=496)
1	N=59 %=18	N=29 %=17	N=88 %=18
2	N=43 %=13	N=13 %=8	N=56 %=11
3	N=219 %=68	N=128 %=74	N=347 %=70
4	N=2 %=.62	N=3 %=2	N=5 %=1

χ^2 with 3 d.f. = 3.97 ($p \leq .2651$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCXCIX).

Table CCC

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 19

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=107)	TOTAL (N=239)
1	N=26 %=20	N=22 %=21	N=48 %=20
2	N=11 %=8	N=10 %=9	N=21 %=9
3	N=94 %=71	N=74 %=69	N=168 %=70
4	N=1 %=.76	N=1 %=.93	N=2 %=.84

χ^2 with 3 d.f. = .01 ($p \leq .9996$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCC).

Item 20

Bob works at the Acme Assembly Plant. He's new there. He's been invited to join several of his co-workers who stop at Nick's Bar & Grill after work. It is their practice to take turns at buying rounds of beer. Bob has diabetes and can't drink beer. He has to drink diet pop and he'll have to skip half of the rounds. What should Bob do?

1. take his turn at buying a round even though he doesn't drink beer.
2. insist on paying for his own pop and not get into the rounds.
3. avoid the issue by not stopping at Nick's.
4. let the others buy the rounds.

Combined Group Results. Responses were mixed as to what a diabetic employee who can't drink should do when invited for rounds of beer by co-workers. Forty-one percent of the respondents indicated the employee should "take his turn at buying a round even though he doesn't drink beer," 38 percent chose "insist on paying for his own pop and not get into the rounds," 19 percent selected "avoid the issue by not stopping," and, one percent indicated he should "let the others buy the rounds."

Table CCCI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	EMPLOYED RELATED (N=313)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=475)
1	N=134 %=43	N=18 %=43	N=36 %=45	N=12 %=30	N=200 %=42
2	N=112 %=36	N=15 %=36	N=33 %=41	N=18 %=45	N=178 %=37
3	N=63 %=20	N=8 %=19	N=11 %=14	N=9 %=23	N=91 %=19
4	N=4 %=1	N=1 %=2	N=0 %=0	N=1 %=3	N=6 %=1

χ^2 with 9 d.f. = 3.48 ($p \leq .9420$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCI).

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=170)	TOTAL (N=496)
1	N=40 %=37	N=90 %=41	N=75 %=44	N=205 %=41
2	N=48 %=44	N=81 %=37	N=63 %=37	N=192 %=39
3	N=20 %=19	N=42 %=19	N=31 %=18	N=93 %=19
4	N=0 %=0	N=5 %=2	N=1 %=.59	N=6 %=1

χ^2 with 6 d.f. = 3.57 ($p \leq .7343$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCCII).

Table CCCIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	RURAL (N=90)	URBAN (N=403)	TOTAL (N=493)
1	N=33 %=37	N=170 %=42	N=203 %=41
2	N=39 %=43	N=152 %=38	N=191 %=39
3	N=17 %=19	N=76 %=19	N=93 %=19
4	N=1 %=1	N=5 %=1	N=6 %=1

χ^2 with 3 d.f. = .88 ($p \leq .8300$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCIII).

Table CCCIV

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NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	MALE (N=323)	FEMALE (N=172)	TOTAL (N=495)
1	N=130 Z=40	N=74 Z=43	N=204 Z=41
2	N=121 Z=37	N=71 Z=41	N=192 Z=39
3	N=66 Z=20	N=27 Z=16	N=93 Z=19
4	N=6 Z=2	N=0 Z=0	N=6 Z=1

χ^2 with 3 d.f. = 3.42 ($p \leq .3309$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCCIV).

Table CCCV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 20

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=107)	TOTAL (N=239)
1	N=56 Z=42	N=39 Z=36	N=95 Z=40
2	N=58 Z=44	N=36 Z=34	N=94 Z=39
3	N=15 Z=11	N=32 Z=30	N=47 Z=20
4	N=3 Z=2	N=0 Z=0	N=3 Z=1

χ^2 with 3 d.f. = 12.10 ($p \leq .0070$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0070$). Forty-two percent of the Inexperienced compared to 36 percent of the Experienced graduates indicated that he should "take his turn at buying a round even though he doesn't drink beer." Forty-four percent of the Inexperienced compared to 34 percent of the Experienced indicated he should "insist on paying for his own pop and not get into the rounds" and 30 percent of the Experienced in contrast to 11 percent of the Inexperienced chose that he should "avoid the issue by not stopping..." (see Table CCCV).

Item 21

Zeke is new at the plant. He's worked there two weeks. His co-workers led by Al are constantly needling him and playing "dirty tricks" on him, like hiding his lunch bucket, his coat and things like that. He's had it. What should Zeke do?

1. report Al and his friends to the foremen and the union steward.
2. grin and bear it. It's probably customary treatment of a new worker.
3. smack Al in the mouth the next time he says or does something.
4. retaliate with some tricks of his own on Al.

Combined Group Results. Asked how a new employee should handle practical jokers on the job, 56 percent of the respondents chose that the employee should "grin and bear it...", 27 percent selected "report his co-workers to the foreman and the union steward," 14 percent indicated he should "retaliate with some tricks of his own" and, two percent chose that the employee should "smack his co-worker in the mouth."

Table CCCVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAIE GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	EMPLOYED RELATED (N=313)	EMPLOYED UNRELATED (N=41)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=40)	TOTAL (N=473)
1	N=78 %=25	N=9 %=22	N=28 %=35	N=13 %=33	N=128 %=27
2	N=178 %=57	N=26 %=63	N=40 %=51	N=21 %=53	N=266 %=56
3	N=5 %=2	N=1 %=2	N=2 %=3	N=1 %=3	N=9 %=2
4	N=51 %=16	N=5 %=12	N=9 %=11	N=5 %=13	N=70 %=15

χ^2 with 9 d.f. = 4.29 ($p \leq .8916$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCVI).

Table CCCVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	BUSINESS (N=107)	TECHNICAL & INDUSTRIAL (N=217)	OTHER (N=170)	TOTAL (N=494)
1	N=30 %=28	N=57 %=26	N=46 %=27	N=133 %=27
2	N=62 %=58	N=125 %=58	N=92 %=54	N=279 %=57
3	N=0 %=0	N=8 %=4	N=2 %=1	N=10 %=2
4	N=15 %=14	N=27 %=12	N=30 %=18	N=72 %=15

χ^2 with 6 d.f. = 5.39 ($p \leq .4954$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCCVII).

Table CCCVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	RURAL (N=89)	URBAN (N=402)	TOTAL (N=491)
1	N=26 %=29	N=104 %=26	N=130 %=26
2	N=52 %=58	N=227 %=56	N=279 %=57
3	N=2 %=2	N=8 %=2	N=10 %=2
4	N=9 %=10	N=63 %=16	N=72 %=15

χ^2 with 3 d.f. = 1.40 ($p \leq .7067$)

Locale Of Training. When response were compared according to training locale, no significant differences were obtained (see Table CCCVIII).

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	MALE (N=321)	FEMALE (N=172)	TOTAL (N=493)
1	N=85 %=26	N=48 %=28	N=133 %=27
2	N=185 %=58	N=93 %=54	N=278 %=56
3	N=10 %=3	N=0 %=0	N=10 %=2
4	N=41 %=13	N=31 %=18	N=72 %=15

χ^2 with 3 d.f. = 5.94 ($p \leq .1148$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1148$). In deciding how Zeke should handle the dirty tricks that are being played on him, 58 percent of the Males compared to 54 percent of the Females responded that he should "gain and bear it..." Eighteen percent of the Females compared to 13 percent of the Males chose that he should "retaliate with some tricks of his own on Al" (see Table CCCIX).

Table CCCX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 21

RESPONSE	INEXPERIENCED (N=130)	EXPERIENCED (N=107)	TOTAL (N=237)
1	N=33 %=26	N=27 %=25	N=60 %=25
2	N=73 %=56	N=64 %=60	N=137 %=58
3	N=3 %=2	N=0 %=0	N=3 %=1
4	N=21 %=16	N=16 %=15	N=37 %=16

χ^2 with 3 d.f. = 1.07 ($p \leq .7850$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCCX).

Item 22

Bud has been working at Badger Insurance Company as an account trainee for three months. They are a conservative company. While driving to work one morning, Bud notices that he forgot to shave. What should Bud do?

1. stop off at a drugstore and pick up a razor even if he's late.
2. tell people that he uses an electric razor and the power went out at his house.
3. if someone comments, suggest he's growing a beard.
4. just tell people he forgot to shave.

Combined Group Results. Sixty-five percent of the respondents indicated that an account trainee in a conservative company who had forgotten to shave should "just tell people that he had forgotten to shave," 18 percent indicated that the employee should "stop off at a drugstore and pick up a razor even if he's late," 14 percent chose that "if someone comments, he should suggest he's growing a beard," and, two percent of the respondents indicated that the employee should "tell people that he uses an electric razor and the power went out at his house."

Table CCCXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	EMPLOYED RELATED (N=315)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=477)
1	N=57 %=18	N=8 %=19	N=16 %=20	N=3 %=8	N=84 %=18
2	N=5 %=2	N=1 %=2	N=0 %=0	N=1 %=3	N=7 %=1
3	N=46 %=15	N=8 %=19	N=13 %=16	N=4 %=10	N=71 %=15
4	N=207 %=66	N=25 %=60	N=51 %=64	N=32 %=80	N=315 %=66

χ^2 with 9 d.f. = 4.16 ($p \leq .9004$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCXI).

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=219)	OTHER (N=171)	TOTAL (N=498)
1	N=18 %=17	N=34 %=16	N=37 %=22	N=89 %=18
2	N=1 %=.93	N=4 %=2	N=4 %=2	N=9 %=2
3	N=21 %=19	N=29 %=13	N=22 %=13	N=72 %=14
4	N=68 %=63	N=152 %=69	N=108 %=63	N=328 %=66

χ^2 with 6 d.f. = 4.39 ($p \leq .6245$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCCXII).

Table CCCXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	RURAL (N=90)	URBAN (N=405)	TOTAL (N=495)
1	N=9 %=10	N=80 %=20	N=89 %=18
2	N=1 %=1	N=8 %=2	N=9 %=2
3	N=18 %=20	N=52 %=13	N=70 %=14
4	N=62 %=69	N=265 %=65	N=327 %=66

χ^2 with 3 d.f. = 5.66 ($p \leq .1294$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .1294$). In determining what he should do about the fact that he forgot to shave, 20 percent of the Urban compared to ten percent of the Rural graduates chose that Bud should "stop off at a drugstore..." Twenty percent of the Rural in contrast to 13 percent of the Urban respondents selected "just tell people he forgot to shave" (see Table CCCXIII).

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	MALE (N=324)	FEMALE (N=173)	TOTAL (N=497)
1	N=51 %=16	N=37 %=21	N=88 %=18
2	N=6 %=2	N=3 %=2	N=9 %=2
3	N=42 %=13	N=30 %=17	N=72 %=14
4	N=225 %=69	N=103 %=60	N=328 %=66

χ^2 with 3 d.f. = 4.46 ($p \leq .2159$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .2159$). In determining what he should do about the fact that he forgot to shave, 69 percent of the Males compared to 60 percent of the Females responded that Bud should "just tell people that he forgot to shave" (see Table CCCXIV).

Table CCCXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 22

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=107)	TOTAL (N=239)
1	N=16 %=12	N=30 %=28	N=46 %=19
2	N=1 %=.76	N=1 %=.93	N=2 %=.84
3	N=28 %=21	N=11 %=10	N=39 %=16
4	N=87 %=66	N=65 %=61	N=152 %=64

χ^2 with 3 d.f. = 10.83 ($p \leq .0127$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0127$). In determining what Bud should do about the fact that he forgot to shave, 28 percent of the Experienced compared to 12 percent of the Inexperienced indicated that Bud should "stop off at a drugstore..." Twenty-one percent of the Inexperienced in contrast to ten percent of the Experienced chose "if someone comments, he should suggest he's growing a beard" (see Table CCCXV).

Item 23

Several people in the office are fed up with the bossy attitude of the new supervisor. Mel agrees with these people that the supervisor has a rotten way of treating people, but Mel is not particularly upset about it. Mel's co-workers ask him to sign a petition requesting that the supervisor's behavior be reviewed by the office manager. What should Mel do?

1. sign the petition.
2. refuse to sign the petition.
3. stall. Tell the other workers he wants to think about it.
4. volunteer to talk to the supervisor for the other workers.
5. try to talk the others out of the petition.

Combined Group Results. Responses were mixed as to what an employee should do when faced with a petition requesting that the behavior of a bossy supervisor be reviewed by the office manager. Thirty-seven percent of the respondents indicated that the employee should "volunteer to talk to the supervisor for the other workers," 25 percent chose that the employee should "sign the petition," 19 percent selected "refuse to sign the petition," 14 percent chose "stall. Tell the other workers he wants to think about it," and, three percent selected "try to talk the others out of the petition."

Table CCCXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 23

RESPONSE	EMPLOYED RELATED (N=314)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=476)
1	N=82 %=26	N=10 %=24	N=22 %=28	N=8 %=20	N=122 %=26
2	N=60 %=19	N=10 %=24	N=13 %=16	N=6 %=15	N=89 %=19
3	N=45 %=14	N=4 %=10	N=10 %=13	N=9 %=23	N=68 %=14
4	N=116 %=37	N=17 %=40	N=33 %=41	N=16 %=40	N=182 %=38
5	N=11 %=4	N=1 %=2	N=2 %=3	N=1 %=3	N=15 %=3

χ^2 with 12 d.f. = 3.08 ($p \leq .9950$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCXVI).

Table CCCXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 23

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=171)	TOTAL (N=497)
1	N=16 %=15	N=71 %=33	N=40 %=23	N=127 %=26
2	N=19 %=18	N=42 %=19	N=34 %=20	N=95 %=19
3	N=12 %=11	N=26 %=12	N=34 %=20	N=72 %=14
4	N=58 %=54	N=71 %=33	N=58 %=34	N=187 %=38
5	N=3 %=3	N=8 %=4	N=5 %=3	N=16 %=3

χ^2 with 8 d.f. = 22.15 ($p \leq .0047$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0047$). In determining what Mel should do about the way the supervisor treats his co-workers, 54 percent of the Business compared to 33 percent of the Technical and Industrial and 34 percent of the Other graduates selected that he should "volunteer to talk to the supervisor for the other workers" (see Table CCCXVII).

Table CCCXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 23

RESPONSE	RURAL (N=90)	URBAN (N=404)	TOTAL (N=494)
1	N=25 %=28	N=101 %=25	N=126 %=26
2	N=10 %=11	N=85 %=21	N=95 %=19
3	N=16 %=18	N=56 %=14	N=72 %=15
4	N=38 %=42	N=147 %=36	N=185 %=37
5	N=1 %=1	N=15 %=4	N=16 %=3

χ^2 with 4 d.f. = 5.29 ($p \leq .2585$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCXVIII).

Table CCCXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 23

RESPONSE	MALE (N=323)	FEMALE (N=173)	TOTAL (N=496)
1	N=95 %=29	N=32 %=19	N=127 %=26
2	N=64 %=20	N=31 %=18	N=95 %=19
3	N=44 %=14	N=28 %=16	N=72 %=15
4	N=108 %=33	N=78 %=45	N=186 %=38
5	N=12 %=4	N=4 %=2	N=16 %=3

χ^2 with 4 d.f. = 10.73 ($p \leq .0298$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0258$). Forty-five percent of the Females compared to 33 percent of the Males indicated that he should "volunteer to talk to the supervisor for the other workers." Twenty-nine percent of the Males compared to 19 percent of the Females chose "sign the petition" (see Table CCCXIX).

Table CCCXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 23

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=107)	TOTAL (N=239)
1	N=35 %=27	N=19 %=18	N=54 %=23
2	N=19 %=14	N=32 %=30	N=51 %=21
3	N=20 %=15	N=16 %=15	N=36 %=15
4	N=55 %=42	N=36 %=34	N=91 %=38
5	N=3 %=2	N=4 %=4	N=7 %=3

χ^2 with 4 d.f. = 8.47 ($p \leq .0758$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0758$). Forty-two percent of the Inexperienced compared to 34 percent of the Experienced chose that Mel should "volunteer to talk to the supervisor for the other workers." Thirty percent of the Experienced compared to 14 percent of the Inexperienced chose "refuse to sign the petition," and, 27 percent of the Inexperienced compared to 18 percent of the Experienced selected "sign the petition" (see Table CCCXX).

Item 24

Tim works in a small machine shop. Each of the three employees performs different tasks. Tim's boss is very busy and rarely available to give Tim clear direction on how he should do his job. As a result, Tim is never sure whether his work is satisfactory or not. What should Tim do?

1. assume he's doing alright. Otherwise his boss would tell him to improve.
2. ask the boss if they could sit down sometime and review his performance.
3. write any questions he has on a slip of paper and leave these on his boss's desk for response.
4. begin to take his work into the boss for approval.

Combined Group Results. Given an employee who is unsure of the quality of his work and who has a busy and unavailable boss, 80 percent of the respondents indicated that the employee should "ask his boss if they could sit down sometime and review his performance," ten percent indicated the employee should "assume he's doing alright...", five percent chose that the employee should "write any questions he has on a slip of paper and leave it on the boss's desk," and four percent selected that the employee should "begin to take his work into the boss for approval."

Table CCCXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	EMPLOYED RELATED (N=314)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=476)
1	N=32 %=10	N=1 %=2	N=16 %=20	N=1 %=3	N=50 %=11
2	N=255 %=81	N=37 %=88	N=60 %=75	N=32 %=80	N=384 %=81
3	N=14 %=4	N=3 %=7	N=2 %=3	N=5 %=13	N=24 %=5
4	N=13 %=4	N=1 %=2	N=2 %=3	N=2 %=5	N=18 %=4

χ^2 with 9 d.f. = 14.07 ($p \leq .1198$)

Employment Status. When references were compared according to employment status, significant differences were obtained ($p \leq .1198$). In order to clear up the confusion about what his boss thinks about his work, four percent of the Employed Related, seven percent of the Employed Unrelated and three percent of the Underemployed compared to 13 percent of the Unemployed chose that Tim should "write any questions he has on a slip of paper..." (see Table CCCXXI).

Employment Status & Voc-Tech Training. In the three-way analysis (Voc-Tech training/Employment status) significant differences ($p \leq .1920$) were also found. None of the Unemployed Business compared to six percent of the Employed Business and 29 percent of the Underemployed Business chose that the individual should "assume he's doing alright..." (see Table CCCXXI).

Table CCCXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=171)	TOTAL (N=497)
1	N=11 %=10	N=30 %=14	N=10 %=6	N=51 %=10
2	N=87 %=81	N=166 %=76	N=148 %=87	N=401 %=81
3	N=6 %=6	N=10 %=5	N=11 %=6	N=27 %=5
4	N=4 %=4	N=12 %=6	N=2 %=1	N=18 %=4

χ^2 with 6 d.f. = 10.42 ($p \leq .1080$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .1080$). In attempting to learn whether his work is satisfactory or not, 87 percent of the Other and 81 percent of the Business compared to 76 percent of the Technical and Industrial graduates chose that Tim should "ask his boss if they should sit down sometime and review his performance" (see Table CCCXXII).

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	RURAL (N=90)	URBAN (N=404)	TOTAL (N=494)
1	N=8 %=9	N=42 %=10	N=50 %=10
2	N=71 %=79	N=328 %=81	N=399 %=81
3	N=7 %=8	N=20 %=5	N=27 %=5
4	N=4 %=4	N=14 %=3	N=18 %=4

χ^2 with 3 d.f. = .71 ($p \leq .8701$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCXXIII).

Table CCCXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	MALE (N=323)	FEMALE (N=173)	TOTAL (N=496)
1	N=43 %=13	N=7 %=4	N=50 %=10
2	N=253 %=78	N=148 %=86	N=401 %=81
3	N=14 %=4	N=13 %=8	N=27 %=5
4	N=13 %=4	N=5 %=3	N=18 %=4

χ^2 with 3 d.f. = 12.82 ($p \leq .0051$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0051$). In attempting to determine whether his work is satisfactory or not, 86 percent of the Females compared to 78 percent of the Males indicated that Tim should "ask his boss if they should sit down sometime and review his performance." Thirteen percent of the Males in contrast to four percent of the Females chose that Tim should "assume he's doing alright..." (see Table CCCXXIV).

Table CCCXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 24

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=107)	TOTAL (N=239)
1	N=14 %=11	N=3 %=3	N=17 %=7
2	N=106 %=80	N=95 %=89	N=201 %=84
3	N=6 %=5	N=8 %=7	N=14 %=6
4	N=6 %=5	N=1 %=.93	N=7 %=3

χ^2 with 3 d.f. = 6.41 ($p \leq .0932$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0932$). In determining whether Tim's work is satisfactory or not, 89 percent of the Experienced compared to 80 percent of the Inexperienced chose that Tim should "ask his boss if they should sit down sometime and review his performance." Eleven percent of the Inexperienced in contrast to only three percent of the Experienced selected that Tim should "assume he's doing alright..." (see Table CCCXXV).

Item 25

Like most of the other secretaries in her office, Debbie doesn't like her boss. Her boss is having a Tupperware party and has invited the secretaries to attend. Most of the secretaries do not want to attend. At lunch that day, the other secretaries ask Debbie's opinion on what they should do. What should Debbie suggest?

1. they go unless they want to make things worse for themselves around the office.
2. they go. Even if she's a pain in the neck, her boss does have feelings, too.
3. each follow her own conscience about going.
4. they not go or they'd be hypocrites.

Combined Group Results. Invited to a party by an unpopular boss, 78 percent of the respondents chose "each follow her own conscience about going," 17 percent selected "they go. Even if she's a pain in the neck, her boss does have feelings, too," and, three percent chose that "they go unless they want to make things worse for themselves around the office."

Table CCCXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	EMPLOYED RELATED (N=314)	EMPLOYED UNRELATED (N=42)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=476)
1	N=11 %=4	N=1 %=2	N=3 %=4	N=1 %=3	N=16 %=3
2	N=49 %=16	N=6 %=14	N=17 %=21	N=9 %=23	N=81 %=17
3	N=251 %=80	N=35 %=83	N=59 %=74	N=30 %=75	N=375 %=79
4	N=3 %=.96	N=0 %=0	N=1 %=1	N=0 %=0	N=4 %=.84

χ^2 with 9 d.f. = 1.71 ($p \leq .9953$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCXXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCXXVI).

Table CCCXXVII

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NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	BUSINESS (N=108)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=171)	TOTAL (N=497)
1	N=4 %=4	N=8 %=4	N=5 %=3	N=17 %=3
2	N=17 %=16	N=45 %=21	N=24 %=14	N=86 %=17
3	N=87 %=81	N=162 %=74	N=141 %=82	N=390 %=78
4	N=0 %=0	N=3 %=1	N=1 %=.58	N=4 %=.80

χ^2 with 6 d.f. = 3.43 ($p \leq .7538$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCCXXVII).

Table CCCXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	RURAL (N=90)	URBAN (N=404)	TOTAL (N=494)
1	N=4 %=4	N=12 %=3	N=16 %=3
2	N=16 %=18	N=70 %=17	N=86 %=17
3	N=70 %=78	N=318 %=79	N=388 %=79
4	N=0 %=0	N=4 %=.99	N=4 %=.81

χ^2 with 3 d.f. = .23 ($p \leq .9723$)

Locale Of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCXXVIII).

Table CCCXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	MALE (N=323)	FEMALE (N=173)	TOTAL (N=496)
1	N=12 %=4	N=5 %=3	N=17 %=3
2	N=59 %=18	N=27 %=16	N=86 %=17
3	N=249 %=77	N=140 %=81	N=389 %=78
4	N=3 %=.93	N=1 %=.58	N=4 %=.81

χ^2 with 3 d.f. = .53 ($p \leq .9118$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCCXXIX).

Table CCCXXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	INEXPERIENCED (N=132)	EXPERIENCED (N=107)	TOTAL (N=239)
1	N=8 %=6	N=1 %=.93	N=9 %=4
2	N=22 %=17	N=17 %=16	N=39 %=16
3	N=101 %=77	N=89 %=83	N=190 %=80
4	N=1 %=.76	N=0 %=0	N=1 %=.42

χ^2 with 3 d.f. = 3.13 ($p \leq .3726$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCCXXX).

Item 26

Judy has been employed for about six months at Helpful Finance Corporation. She knows she's polite to customers, she does her best. Her co-workers tell her how good she is compared to the person she replaced. She thinks she has been nice to, and respectful of, her boss. However, he criticizes her every little mistake and not those of other workers. She thinks he watches her every move. She thinks he is being unfair. What should Judy do?

1. ask for a meeting with her boss and tell him her feelings.
2. begin looking for another job. Six months on the job is a long enough time for him to realize her ability.
3. go on being polite to customers and doing her job well, but give her boss a taste of his own medicine.
4. go out of her way to be polite and nice to her boss.

Combined Group Results. In a situation where an employee thinks she's being unfairly treated by her boss, 76 percent of the respondents chose that she should "ask for a meeting with her boss and tell him of her feelings," 14 percent chose that she should "go out of her way to be polite and nice to her boss," five percent selected that she should "begin looking for another job," and, three percent chose "go on being polite to customers and doing her job well, but give her boss a taste of his own medicine."

Table CCCXXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 26

RESPONSE	EMPLOYED RELATED (N=311)	EMPLOYED UNRELATED (N=41)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=472)
1	N=245 %=79	N=34 %=83	N=60 %=75	N=26 %=65	N=365 %=77
2	N=14 %=5	N=0 %=0	N=7 %=9	N=3 %=8	N=24 %=5
3	N=10 %=3	N=2 %=5	N=2 %=3	N=2 %=5	N=16 %=3
4	N=42 %=14	N=5 %=12	N=11 %=14	N=9 %=23	N=67 %=14

χ^2 with 9 d.f. = 5.23 ($p \leq .8138$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCXXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCXXXI).

Table CCCXXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 26

RESPONSE	BUSINESS (N=106)	TECHNICAL & INDUSTRIAL (N=216)	OTHER (N=171)	TOTAL (N=493)
1	N=88 %=83	N=152 %=70	N=141 %=82	N=381 %=77
2	N=1 %=.94	N=13 %=6	N=10 %=6	N=24 %=5
3	N=2 %=2	N=10 %=5	N=4 %=2	N=16 %=3
4	N=15 %=14	N=41 %=19	N=16 %=9	N=72 %=15

χ^2 with 6 d.f. = 12.05 ($p \leq .0609$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0609$). Having been criticized by the boss while others are not, 83 percent of the Business and 82 percent of the Other compared to 70 percent of the Technical and Industrial respondents indicated Judy should "ask for a meeting with her boss and tell him her feelings" (see Table CCCXXXII).

Table CCCXXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 25

RESPONSE	RURAL (N=89)	URBAN (N=401)	TOTAL (N=490)
1	N=63 %=71	N=316 %=79	N=379 %=77
2	N=7 %=8	N=16 %=4	N=23 %=5
3	N=6 %=7	N=10 %=2	N=16 %=3
4	N=13 %=15	N=59 %=15	N=72 %=15

χ^2 with 3 d.f. = 4.91 ($p \leq .1783$)

Locale Of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .1783$). Having been criticized by the boss while others are not, 79 percent of the Urban compared to 71 percent of the Rural respondents chose that Judy should "ask for a meeting with her boss and tell him her feelings." Eight percent of the Rural in contrast to four percent of the Urban chose "begin looking for another job..." (see Table CCCXXXIII).

Table CCCXXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 26

RESPONSE	MALE (N=318)	FEMALE (N=174)	TOTAL (N=492)
1	N=231 %=73	N=149 %=86	N=380 %=77
2	N=17 %=5	N=7 %=4	N=24 %=5
3	N=12 %=4	N=4 %=2	N=16 %=3
4	N=58 %=18	N=14 %=8	N=72 %=15

χ^2 with 3 d.f. = 11.60 ($p \leq .0089$) 305

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0089$). Having been criticized by the boss while others are not, 86 percent of the Females compared to 73 percent of the Males chose that Judy should "ask for a meeting with her boss and tell him her feelings." Eighteen percent of the Males compared to only eight percent of the Females chose that Judy should "go out of her way to be polite and nice to her boss" (see Table CCCXXXIV).

Table CCCXXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 26

RESPONSE	INEXPERIENCED (N=130)	EXPERIENCED (N=107)	TOTAL (N=237)
1	N=96 %=74	N=94 %=88	N=190 %=80
2	N=9 %=7	N=5 %=5	N=14 %=6
3	N=9 %=7	N=1 %=.93	N=10 %=4
4	N=16 %=12	N=7 %=7	N=23 %=10

χ^2 with 3 d.f. = 6.59 ($p \leq .0861$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0861$). Having been criticized by the boss while others are not, 88 percent of the Experienced compared to 74 percent of the Inexperienced chose that Judy should "ask for a meeting with her boss and tell him her feelings" (see Table CCCXXXV).

Item 27

Dennis works for the library's bookmobile. The library has a rule that no one is to check out a book on someone else's card. Dennis overhears a woman volunteer to check out a book for a young boy she knows who has forgotten his card. What should Dennis do?

1. refuse to check out the book and tell the woman of the library's rules.
2. mention the rule to the woman, but tell her he'll make an exception this once.
3. check out the book and pretend he didn't hear the conversation.
4. offer to hold the book while the boy goes home to get his card.

Combined Group Results. Sixty-seven percent of the respondents indicated that a library employee who overhears a co-worker offer to check out a book for a boy who has forgotten his card, in violation of the library's rules, should "offer to hold the book while the boy goes home to get his card." Twenty percent of the respondents chose that the employee should "mention the rule to the woman but tell her he'll make an exception this once," seven percent selected "check out the book and pretend he didn't hear the conversation," and, five percent indicated he should "refuse to check out the book and tell the woman of the library's rules."

Table CCCXXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	EMPLOYED RELATED (N=312)	EMPLOYED UNRELATED (N=41)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=473)
1	N=16 %=5	N=2 %=5	N=3 %=4	N=2 %=5	N=23 %=5
2	N=65 %=21	N=6 %=15	N=15 %=19	N=9 %=23	N=95 %=20
3	N=20 %=7	N=5 %=12	N=8 %=10	N=1 %=3	N=34 %=7
4	N=211 %=68	N=28 %=68	N=54 %=68	N=28 %=70	N=321 %=68

χ^2 with 9 d.f. = 2.69 ($p \leq .9753$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCXXXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCXXXVI).

Table CCCXXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	BUSINESS (N=106)	TECHNICAL & INDUSTRIAL (N=217)	OTHER (N=171)	TOTAL (N=494)
1	N=3 %=3	N=9 %=4	N=12 %=7	N=24 %=5
2	N=16 %=15	N=58 %=23	N=35 %=20	N=101 %=20
3	N=8 %=8	N=19 %=9	N=8 %=5	N=35 %=7
4	N=79 %=75	N=139 %=64	N=116 %=68	N=334 %=68

χ^2 with 6 d.f. = 8.41 ($p \leq .2098$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .2098$). In determining whether to let the young boy check out his book on another person's card, 75 percent of the Business compared to 64 percent of the Technical and Industrial and 68 percent of the Other respondents chose that Dennis should "offer to hold the book while the boy goes home to get his card" (see Table CCCXXXVII).

Table CCCXXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	RURAL (N=89)	URBAN (N=402)	TOTAL (N=491)
1	N=4 %=5	N=20 %=5	N=24 %=5
2	N=18 %=20	N=83 %=21	N=101 %=21
3	N=3 %=3	N=32 %=8	N=35 %=7
4	N=64 %=72	N=267 %=66	N=331 %=67

χ^2 with 3 d.f. = 1.81 ($p \leq .6134$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCXXXVIII).

Table CCCXXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	MALE (N=319)	FEMALE (N=174)	TOTAL (N=493)
1	N=17 %=5	N=7 %=4	N=24 %=5
2	N=72 %=23	N=29 %=17	N=101 %=20
3	N=30 %=9	N=4 %=2	N=34 %=7
4	N=200 %=63	N=134 %=77	N=334 %=68

χ^2 with 3 d.f. = 13.96 ($p \leq .0030$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0030$). In determining whether Dennis should check out the book for the boy on another person's card, 77 percent of the Females compared to 63 percent of the Males chose that he should "offer to hold the book while the boy goes home to get his card." Nine percent of the Males compared to two percent of the Females chose that he should "pretend he didn't hear . . ." (see Table CCCXXXIX).

Table CCCXL

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 27

RESPONSE	INEXPERIENCED (N=131)	EXPERIENCED (N=107)	TOTAL (N=238)
1	N=4 %=3	N=9 %=8	N=13 %=5
2	N=25 %=19	N=19 %=18	N=44 %=18
3	N=5 %=4	N=8 %=8	N=13 %=5
4	N=97 %=74	N=71 %=66	N=168 %=71

χ^2 with 3 d.f. = 5.09 ($p \leq .1654$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .1654$). In determining whether Dennis should let the young boy have the book on another person's card, 74 percent of the Inexperienced compared to 66 percent of the Experienced chose that he should "offer to hold the book while the boy goes home to get his card." Eight percent of the Experienced in contrast to four percent of the Inexperienced chose "pretend he didn't hear . . ." (see Table CCCXL).

Item 28

Joe is one of the lead mechanics at a new car dealership. He likes his work but not his job. There is a lot of turnover in the service department. Other mechanics and service people agree that the service department is poorly run and the service manager is at fault. It appears to all that the owner (& general manager) thinks very highly of the service manager. Joe's work is beginning to suffer. What should Joe do?

1. talk to the owner even though he doesn't think the owner will do anything about it.
2. try to get all the workers in the service department to sign a petition which outlines their grievances and send this to the owner.
3. begin looking for another job before he does anything which might affect the references he would get from the owner and the service manager.
4. make a list of suggestions and take them to the service manager to discuss with him.

Combined Group Results. Fifty-nine percent of the respondents indicated that an employee faced with an inefficiently run department should "make a list of suggestions and take them to the service manager to discuss with him," 17 percent indicated the employee should "begin looking for another job before he does anything which might affect the references he would get from the owner and service manager," 12 percent selected "try to get all the workers in the service department to sign a petition which outlines their grievances and send this to the owner," and, 11 percent indicated that the employee should "talk to the owner, even though he doesn't think the owner will do anything about it."

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	EMPLOYED RELATED (N=313)	EMPLOYED UNRELATED (N=41)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=474)
1	N=38 %=12	N=2 %=5	N=7 %=9	N=7 %=18	N=54 %=11
2	N=39 %=12	N=4 %=10	N=7 %=9	N=4 %=10	N=54 %=11
3	N=54 %=17	N=10 %=24	N=13 %=16	N=6 %=15	N=83 %=18
4	N=182 %=58	N=25 %=61	N=53 %=66	N=23 %=58	N=283 %=60

χ^2 with 9 d.f. = 4.12 ($p \leq .9032$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCXLI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCXLI).

Table CCCXLII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	BUSINESS (N=106)	TECHNICAL & INDUSTRIAL (N=218)	OTHER (N=171)	TOTAL (N=495)
1	N=10 %=9	N=28 %=13	N=19 %=11	N=57 %=12
2	N=9 %=8	N=34 %=16	N=17 %=10	N=60 %=12
3	N=11 %=10	N=45 %=21	N=28 %=16	N=84 %=17
4	N=76 %=72	N=111 %=51	N=107 %=63	N=294 %=59

χ^2 with 6 d.f. = 14.87 ($p \leq .0213$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCCXLII).

Table CCCXLIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	RUFAL (N=89)	URBAN (N=403)	TOTAL (N=492)
1	N=11 %=12	N=46 %=11	N=57 %=12
2	N=10 %=11	N=50 %=12	N=60 %=12
3	N=10 %=11	N=73 %=18	N=83 %=17
4	N=58 %=65	N=234 %=58	N=292 %=59

χ^2 with 3 d.f. = 2.80 ($p \leq .4231$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCXLIII).

Table CCCXLIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	MALE (N=320)	FEMALE (N=174)	TOTAL (N=494)
1	N=45 %=14	N=12 %=7	N=57 %=12
2	N=40 %=13	N=20 %=11	N=60 %=12
3	N=58 %=18	N=26 %=15	N=84 %=17
4	N=177 %=55	N=116 %=67	N=293 %=59

χ^2 with 3 d.f. = 8.23 ($p \leq .0415$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0415$). Because Joe's work is beginning to suffer, 67 percent of the Females compared to 55 percent of the Males chose that Joe should "make a list of suggestions and take them to the service manager and discuss them with him." Fourteen percent of the Males compared to seven percent of the Females chose "talk to the owner . . ." (see Table CCCXLIV).

Table CCCXLV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 28

RESPONSE	INEXPERIENCED (N=131)	EXPERIENCED (N=107)	TOTAL (N=238)
1	N=16 %=12	N=13 %=12	N=29 %=12
2	N=15 %=11	N=9 %=8	N=24 %=10
3	N=23 %=18	N=25 %=23	N=48 %=20
4	N=77 %=59	N=60 %=56	N=137 %=58

χ^2 with 3 d.f. = 1.60 ($p \leq .6596$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCCXLV).

Item 29

Terry is a receptionist for a personnel director at a manufacturing plant. Terry must leave promptly at 5:00 p.m. each evening in order to pick up her child at the baby sitter's. At 5:00 one evening, the personnel director is still in a meeting with an important company executive. Another person is still waiting in the reception area for his appointment with the personnel director. What should Terry do?

1. leave at 5:00. She has a responsibility to her sitter. She can ask the person waiting to go on in when the executive leaves.
2. interrupt the meeting and explain that she must leave and tell the personnel director that someone is waiting to see him.
3. suggest that the person waiting return in the morning since it is closing time.
4. call her sitter to tell her she'll be late and wait 20 minutes longer before leaving.

Combined Group Results. In a situation where the employee has to pick up her child at the babysitter's, and her boss is still in a meeting and another person is waiting for his appointment, 76 percent of the respondents indicated she should "call her sitter to tell her she'll be late and wait 20 minutes longer before leaving." Fourteen percent chose "interrupt the meeting and explain that she must leave and tell the personnel director that someone is waiting to see him," seven percent chose "suggest that the person waiting return in the morning since it is closing time," and, one percent of the respondents selected "leave at 5:00 . . ."

Table CCCXLVI

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NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	EMPLOYED RELATED (N=309)	EMPLOYED UNRELATED (N=41)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=40)	TOTAL (N=470)
1	N=5 %=2	N=1 %=2	N=1 %=1	N=0 %=0	N=7 %=1
2	N=46 %=15	N=3 %=7	N=13 %=16	N=4 %=10	N=66 %=14
3	N=20 %=6	N=3 %=7	N=8 %=10	N=2 %=5	N=33 %=7
4	N=238 %=77	N=34 %=83	N=58 %=73	N=34 %=85	N=364 %=77

χ^2 with 9 d.f. = 2.60 ($p \leq .9782$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCXLVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCXLVI).

Table CCCXLVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	BUSINESS (N=106)	TECHNICAL & INDUSTRIAL (N=217)	OTHER (N=168)	TOTAL (N=491)
1	N=1 %=.94	N=4 %=2	N=2 %=1	N=7 %=1
2	N=16 %=15	N=30 %=14	N=24 %=14	N=70 %=14
3	N=8 %=8	N=9 %=4	N=17 %=10	N=34 %=7
4	N=81 %=76	N=174 %=80	N=125 %=74	N=380 %=77

χ^2 with 6 d.f. = 4.49 ($p \leq .6112$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCCXLVII).

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	RURAL (N=87)	URBAN (N=401)	TOTAL (N=488)
1	N=1 %=1	N=6 %=2	N=7 %=1
2	N=4 %=5	N=65 %=16	N=69 %=14
3	N=10 %=11	N=24 %=6	N=34 %=7
4	N=72 %=83	N=306 %=76	N=378 %=77

χ^2 with 3 d.f. = 8.70 ($p \leq .0336$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0336$). Eighty-three percent of the Rural compared to 76 percent of the Urban chose "call her sitter and tell her she'll be late and wait 20 minutes longer before leaving." Sixteen percent of the Urban compared to five percent of the Rural chose "interrupt the meeting . . .," and, 11 percent of the Rural compared to six percent of the Urban selected "suggest that the person waiting return . . ." (see Table CCCXLVIII).

Table CCCXLIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	MALE (N=317)	FEMALE (N=173)	TOTAL (N=490)
1	N=5 %=2	N=2 %=1	N=7 %=1
2	N=47 %=15	N=23 %=13	N=70 %=14
3	N=20 %=6	N=14 %=8	N=34 %=7
4	N=245 %=77	N=134 %=77	N=379 %=77

χ^2 with 3 d.f. = .38 ($p \leq .9443$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCCXLIX).

Table CCCL

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 29

RESPONSE	INEXPERIENCED (N=13)	EXPERIENCED (N=107)	TOTAL (N=23)
1	N=0 %=0	N=0 %=0	N=0 %=0
2	N=15 %=12	N=22 %=21	N=37 %=16
3	N=9 %=7	N=10 %=9	N=19 %=8
4	N=106 %=82	N=75 %=70	N=181 %=76

χ^2 with 2 d.f. = 4.50 ($p \leq .1056$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .1056$). Eighty-two percent of the Inexperienced compared to 70 percent of the Experienced selected "call her sitter and tell her she'll be late and wait 20 minutes longer before leaving." Twenty-one percent of the Experienced compared to 12 percent of the Inexperienced chose "Interrupt the meeting . . ." (see Table CCCL).

Item 30A

The President of Ace Tool & Die was scheduled to take a plant tour beginning at 8:00 in the morning. Jake's supervisor was very concerned that everything should go smoothly during the tour. He wanted everyone to come in a little early to prepare for the tour. Jake either forgot to set his alarm clock or slept right through it. He woke up 45 minutes later than usual. There is no way he can make it on time. He considers doing each of the following:

1. call in, say that he's at a filling station with car trouble, and that he will get there just as soon as he can.
2. call in sick, his presence isn't crucial to the running of the plant.
3. get to work as fast as he can and tell the boss when he gets there that his delay was unavoidable.
4. call in, tell the truth, and say that he will get there as soon as possible.

If you were Jake's boss which excuse or alternative would upset you the least? _____

Combined Group Results. Given an employee who is late for an important day at work, 64 percent of the respondents indicated that the boss would be least upset if the employee were to "call in, tell the truth and say that he will get there as soon as possible," 15 percent indicated the employee should "call in, say that he's at a filling station with car trouble and that he will get there just as soon as he can," nine percent chose that he should "call in sick, his presence isn't crucial to the running of the plant," and, seven percent of the respondents indicated that the employee should "get to work as fast as he can and tell the boss when he gets there that his delay was unavoidable."

Table CCCLI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 30A

RESPONSE	EMPLOYED RELATED (N=306)	EMPLOYED UNRELATED (N=39)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=35)	TOTAL (N=459)
1	N=46 %=15	N=6 %=15	N=12 %=15	N=7 %=20	N=71 %=15
2	N=34 %=11	N=3 %=8	N=7 %=9	N=0 %=0	N=44 %=10
3	N=24 %=8	N=1 %=3	N=6 %=8	N=1 %=3	N=32 %=7
4	N=202 %=66	N=29 %=74	N=54 %=68	N=27 %=77	N=312 %=68

χ^2 with 9 d.f. = 5.00 ($p \leq .8341$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCLI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCLI).

Table CCCLII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL, AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 30A

RESPONSE	BUSINESS (N=105)	TECHNICAL & INDUSTRIAL (N=211)	OTHER (N=163)	TOTAL (N=479)
1	N=10 %=10	N=43 %=20	N=22 %=14	N=75 %=16
2	N=12 %=11	N=22 %=10	N=12 %=7	N=46 %=10
3	N=4 %=4	N=19 %=9	N=12 %=7	N=35 %=7
4	N=79 %=75	N=127 %=60	N=117 %=72	N=323 %=67

χ^2 with 6 d.f. = 13.02 ($p \leq .0428$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0428$). Seventy-five percent of the Business and 72 percent of the Others compared to 60 percent of the Technical and Industrial said that Jake would upset the boss the least if he would "call in, tell the truth and say he will get there as soon as possible." Twenty percent of the Technical and Industrial compared to 14 percent of the Others and ten percent of the Business chose "call in, say that he's at a filling station . . ." (see Table CCCLII).

Table CCCLIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 30A

RESPONSE	RURAL (N=85)	URBAN (N=391)	TOTAL (N=476)
1	N=13 %=15	N=61 %=16	N=74 %=16
2	N=4 %=5	N=42 %=11	N=46 %=10
3	N=6 %=7	N=29 %=7	N=35 %=7
4	N=62 %=73	N=259 %=66	N=321 %=67

χ^2 with 3 d.f. = 3.11 ($p \leq .3745$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCLIII).

Table CCCLIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 30A

RESPONSE	MALE (N=305)	FEMALE (N=173)	TOTAL (N=478)
1	N=55 %=18	N=20 %=12	N=75 %=16
2	N=36 %=12	N=10 %=6	N=46 %=10
3	N=24 %=8	N=11 %=6	N=35 %=7
4	N=190 %=62	N=132 %=76	N=322 %=67

χ^2 with 3 d.f. = 10.67 ($p \leq .0137$) 321

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0137$). Seventy-six percent of the Females compared to 62 percent of the Males chose "call in, tell the truth and say he will get there as soon as possible." Eighteen percent of the Males compared to 12 percent of the Females selected "call in, say he's at a filling station . . .," and, 12 percent of the Males in contrast to six percent of the Females chose "call in sick . . ." (see Table CCCLIV).

Table CCCLV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 30A

RESPONSE	INEXPERIENCED (N=126)	EXPERIENCED (N=106)	TOTAL (N=232)
1	N=25 %=20	N=11 %=10	N=36 %=16
2	N=12 %=10	N=7 %=7	N=19 %=8
3	N=6 %=5	N=6 %=6	N=12 %=5
4	N=83 %=66	N=82 %=77	N=165 %=71

χ^2 with 3 d.f. = 5.08 ($p \leq .1660$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .1660$). Seventy-seven percent of the Experienced compared to 66 percent of the Inexperienced chose "call in, tell the truth . . ." Twenty percent of the Inexperienced compared to ten percent of the Experienced selected "call in, say he's at a filling station . . ." (see Table CCCLV).

Item 30B

The President of Ace Tool & Die was scheduled to take a plant tour beginning at 8:00 in the morning. Jake's supervisor was very concerned that everything should go smoothly during the tour. He wanted everyone to come in a little early to prepare for the tour. Jake either forgot to set his alarm clock or slept right through it. He woke up 45 minutes later than usual. There is no way he can make it on time. He considers doing each of the following:

1. call in, say that he's at a filling station with car trouble, and that he will get there just as soon as he can.
2. call in sick, his presence isn't crucial to the running of the plant.
3. get to work as fast as he can and tell the boss when he gets there that his delay was unavoidable.
4. call in, tell the truth, and say that he will get there as soon as possible.

What should Jake do? _____

Combined Group Results. Given an employee who is late for an important day at work, 79 percent of the respondents chose that the employee should "call in, tell the truth, and say that he will get there as soon as possible," nine percent chose "get to work as fast as he can and tell the boss when he gets there that his delay was unavoidable," three percent selected "call in, say that he's at a filling station with car trouble and that he will get there just as soon as he can," and, two percent picked "call in sick . . ."

Table CCCLVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 30B

RESPONSE	EMPLOYED RELATED (N=294)	EMPLOYED UNRELATED (N=40)	UNDER- EMPLOYED (N=74)	UNEMPLOYED (N=34)	TOTAL (N=442)
1	N=7 %=2	N=3 %=8	N=2 %=3	N=1 %=3	N=13 %=3
2	N=6 %=2	N=1 %=3	N=1 %=1	N=1 %=3	N=9 %=2
3	N=31 %=11	N=2 %=5	N=8 %=11	N=3 %=9	N=44 %=10
4	N=250 %=85	N=34 %=85	N=63 %=85	N=29 %=85	N=376 %=85

χ^2 with 9 d.f. = 2.25 ($p \leq .9869$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCLVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCLVI).

Table CCCLVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 30B

RESPONSE	BUSINESS (N=104)	TECHNICAL & INDUSTRIAL (N=203)	OTHER (N=156)	TOTAL (N=463)
1	N=0 %=0	N=11 %=5	N=3 %=2	N=14 %=3
2	N=0 %=0	N=7 %=3	N=2 %=1	N=9 %=2
3	N=6 %=6	N=30 %=15	N=10 %=6	N=46 %=10
4	N=98 %=94	N=155 %=76	N=141 %=90	N=394 %=85

χ^2 with 6 d.f. = 18.97 ($p \leq .0042$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .0042$). In determining what Jake should do, 94 percent of the Business and 90 percent of the Others compared to 76 percent of the Technical and Industrial graduates chose "tell the truth and say that he will get there as soon as possible." Fifteen percent of the Technical and Industrial compared to six percent of both the Business and Other graduates selected "call in sick" (see Table CCCLVII).

Table CCCLVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 30B

RESPONSE	RURAL (N=83)	URBAN (N=378)	TOTAL (N=461)
1	N=1 %=1	N=13 %=3	N=14 %=3
2	N=0 %=0	N=9 %=2	N=9 %=2
3	N=7 %=8	N=39 %=10	N=46 %=10
4	N=75 %=90	N=317 %=84	N=392 %=85

χ^2 with 3 d.f. = 1.80 ($p \leq .6139$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCLVIII).

Table CCCLIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 30B

RESPONSE	MALE (N=296)	FEMALE (N=166)	TOTAL (N=462)
1	N=12 %=4	N=2 %=1	N=14 %=3
2	N=8 %=3	N=1 %=.60	N=9 %=2
3	N=39 %=13	N=7 %=4	N=46 %=10
4	N=237 %=80	N=156 %=94	N=393 %=85

χ^2 with 3 d.f. = 13.39 ($p \leq .0039$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0039$). In determining what Jake should do, 94 percent of the Females compared to 80 percent of the Males chose "call in, tell the truth and say that he will get there just as soon as possible." Thirteen percent of the Males compared to four percent of the Females chose "call in sick . . ." (see Table CCCLIX).

Table CCCLX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 30B

RESPONSE	INEXPERIENCED (N=122)	EXPERIENCED (N=104)	TOTAL (N=226)
1	N=3 %=2	N=1 %=1	N=4 %=2
2	N=2 %=2	N=0 %=0	N=2 %=.88
3	N=8 %=7	N=10 %=10	N=18 %=8
4	N=109 %=90	N=93 %=89	N=202 %=89

χ^2 with 3 d.f. = .80 ($p \leq .8486$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCCLX).

Item 31

Emily's supervisor is responsible for preparing an annual evaluation of all his employees. Her ratings from him were considerably lower than she felt she deserved. As a result, her salary increase will be less than she thought it would be. What should Emily do?

1. begin looking for a job somewhere else where her abilities will be appreciated.
2. talk it over with her supervisor and explain her point of view.
3. discuss it with her supervisor's boss.
4. work harder next time.

Combined Group Results. In a situation in which an employee feels she received a lower evaluation than she deserved, 84 percent of the respondents chose that the employee should "talk it over with her supervisor and explain her point of view," eight percent chose "work harder next time," four percent selected "discuss it with her supervisor's boss," and, two percent picked "begin looking for a job somewhere else where her abilities will be appreciated."

Table CCCLXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	EMPLOYED RELATED (N=308)	EMPLOYED UNRELATED (N=40)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=41)	TOTAL (N=469)
1	N=2 %=.65	N=1 %=3	N=5 %=6	N=1 %=2	N=9 %=2
2	N=277 %=90	N=36 %=90	N=66 %=83	N=30 %=73	N=409 %=87
3	N=9 %=3	N=0 %=0	N=2 %=3	N=3 %=7	N=14 %=3
4	N=20 %=6	N=3 %=8	N=7 N=9	N=7 N=17	N=37 N=8

χ^2 with 9 d.f. = 14.49 ($p \leq .1059$)

Employment Status. When responses were compared according to employment status, significant differences were obtained ($p \leq .1059$). Ninety percent of the Employed Related and 90 percent of the Employed Unrelated compared to 83 percent of the Underemployed and 73 percent of the Unemployed chose that Emily should "talk it over with her supervisor and explain her point of view." Seventeen percent of the Unemployed compared to less than ten percent of any other group chose "work harder next time" (see Table CCCLXI).

Table CCCLXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	BUSINESS (N=106)	TECHNICAL & INDUSTRIAL (N=213)	OTHER (N=171)	TOTAL (N=490)
1	N=2 %=2	N=3 %=1	N=4 %=2	N=9 %=2
2	N=87 %=82	N=181 %=85	N=153 %=89	N=421 %=86
3	N=4 %=4	N=9 %=4	N=5 %=3	N=18 %=4
4	N=13 %=12	N=20 %=9	N=9 %=5	N=42 %=9

χ^2 with 6 d.f. = 3.79 ($p \leq .7055$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCCXLII).

Table CCCLXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	RURAL (N=88)	URBAN (N=399)	TOTAL (N=487)
1	N=2 %=2	N=7 %=2	N=9 %=2
2	N=72 %=82	N=347 %=87	N=419 %=86
3	N=6 %=7	N=12 %=3	N=18 %=2
4	N=8 %=9	N=33 %=8	N=41 %=8

χ^2 with 3 d.f. = 2.06 ($p \leq .5594$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCLXIII).

Table CCCLXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	MALE (N=314)	FEMALE (N=175)	TOTAL (N=489)
1	N=5 %=2	N=4 %=2	N=9 %=2
2	N=264 %=84	N=156 %=89	N=420 %=86
3	N=15 %=5	N=3 %=2	N=18 %=4
4	N=30 %=10	N=12 %=7	N=42 %=9

χ^2 with 3 d.f. = 3.07 ($p \leq .3805$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCCLXIV).

Table CCCLXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 31

RESPONSE	INEXPERIENCED (N=131)	EXPERIENCED (N=107)	TOTAL (N=238)
1	N=1 %=.76	N=3 %=3	N=4 %=2
2	N=115 %=88	N=94 %=88	N=209 %=88
3	N=4 %=3	N=4 %=4	N=8 %=3
4	N=11 %=8	N=6 %=6	N=17 %=7

χ^2 with 3 d.f. = .81 ($p \leq .8476$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCCLXV).

Item 32

Andy works for a large automotive repair dealership. The shop supervisor distributes a list of instructions for the repair workers to follow on the 5,000 mile check up. Andy figures that if he follows these directions the job will take him twice as long as it does now. What should Andy do?

1. follow his old procedures. He's never had any customer complaints and he can do more cars in less time.
2. follow the new procedure if that's what the boss wants.
3. ask the supervisor to observe his way of doing it.
4. write out his way of doing it and ask the boss if this is an acceptable procedure.

Combined Group Results. Responses were mixed as to what an employee should do when a supervisor requires a new procedure that the employee thinks will double the time necessary for the job. Forty-seven percent of the respondents chose that the employee should "write out his own way of doing it and ask the boss if this is an acceptable procedure." Twenty-eight percent selected "follow the new procedure if that's what the boss wants," 20 percent picked "ask the supervisor to observe his way of doing it," and, two percent chose "follow his old procedures. He's never had any customer complaints and he can do more cars in less time."

Table CCCLXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	EMPLOYED RELATED (N=309)	EMPLOYED UNRELATED (N=40)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=39)	TOTAL (N=468)
1	N=4 %=1	N=0 %=0	N=2 %=3	N=1 %=3	N=7 %=2
2	N=89 %=29	N=6 %=15	N=28 %=35	N=13 %=33	N=136 %=29
3	N=73 %=24	N=7 %=18	N=12 %=15	N=6 %=15	N=98 %=21
4	N=143 %=46	N=27 %=67	N=38 %=48	N=19 %=49	N=227 %=49

χ^2 with 9 d.f. = 8.57 ($p \leq .4774$)

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCLXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCLXVI).

Table CCCLXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	BUSINESS (N=106)	TECHNICAL & INDUSTRIAL (N=213)	OTHER (N=170)	TOTAL (N=489)
1	N=2 %=2	N=3 %=1	N=3 %=2	N=8 %=2
2	N=27 %=25	N=69 %=32	N=45 %=26	N=141 %=29
3	N=24 %=23	N=40 %=19	N=38 %=22	N=102 %=21
4	N=53 %=50	N=101 %=47	N=84 %=49	N=238 %=49

χ^2 with 6 d.f. = 2.00 ($p \leq .9200$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCCLXVII).

Table CCCLXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	RURAL (N=88)	URBAN (N=398)	TOTAL (N=486)
1	N=3 %=3	N=5 %=1	N=8 %=2
2	N=28 %=32	N=112 %=28	N=140 %=29
3	N=18 %=20	N=83 %=21	N=101 %=21
4	N=39 %=44	N=198 %=50	N=237 %=49

χ^2 with 3 d.f. = 1.49 ($p \leq .6855$) 331

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCLXVIII).

Table CCCLXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	MALE (N=313)	FEMALE (N=175)	TOTAL (N=488)
1	N=6 %=2	N=2 %=1	N=8 %=2
2	N=97 %=31	N=44 %=25	N=141 %=29
3	N=64 %=20	N=37 %=21	N=101 %=21
4	N=146 %=47	N=92 %=53	N=238 %=49

χ^2 with 3 d.f. = 1.90 ($p \leq .5929$)

Sex. When responses were compared according to sex, no significant differences were obtained (see Table CCCLXIX).

Table CCCLXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 32

RESPONSE	INEXPERIENCED (N=131)	EXPERIENCED (N=106)	TOTAL (N=237)
1	N=5 %=4	N=0 %=0	N=5 %=2
2	N=34 %=26	N=34 %=32	N=68 %=29
3	N=29 %=22	N=22 %=21	N=51 %=22
4	N=63 %=48	N=50 %=47	N=113 %=48

χ^2 with 3 d.f. = 3.01 ($p \leq .3896$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCCLXX).

Item 33

Jim works as a department head in a large insurance company. Jim has always been an easygoing supervisor and has not been strict regarding the length of lunch hours or breaks. As a result, Jim's employees have liked working for him and are willing to put in overtime when necessary without pay. The manager in Jim's firm, however, tells him that the company is tightening up its policies concerning lunch hours and break times. What should Jim do?

1. tell the manager that his department will not follow the policy.
2. inform his staff of the tighter company policy and suggest that it will probably be to their benefit to follow it.
3. explain the policy to the staff but suggest that if they are careful they can probably avoid trouble with the company.
4. tell the staff that he does not agree with the policy and will back them up if one of them should get in trouble.

Combined Group Results. Seventy-six percent of the respondents indicated that a well-liked, easygoing supervisor informed of tighter company policy, should "inform his staff of the tighter company policy and suggest that it would probably be to their benefit to follow it." Sixteen percent indicated that he should "explain the policy to the staff but suggest that if they are careful they can probably avoid trouble with the company," four percent chose "tell the staff that he does not agree with the policy and will back them if one of them should get in trouble," and, one percent indicated that he should "tell the manager that his department will not follow the policy."

Table CCCLXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	EMPLOYED RELATED (N=308)	EMPLOYED UNRELATED (N=39)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=41)	TOTAL (N=468)
1	N=0 %=0	N=1 %=3	N=1 %=1	N=2 %=5	N=4 %=.85
2	N=240 %=78	N=34 %=87	N=61 %=76	N=31 %=76	N=366 %=78
3	N=55 %=18	N=3 %=8	N=14 %=18	N=8 %=20	N=80 %=17
4	N=13 %=4	N=1 %=3	N=4 %=5	N=0 %=0	N=18 %=4

χ^2 with 9 d.f. = 8.34 ($p \leq .5004$) 933

Employment Status. When responses were compared according to employment status, no significant differences were obtained (see Table CCCLXXI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for types of training programs completed, no significant differences were obtained (see Table CCCLXXI).

Table CCCLXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	BUSINESS (N=106)	TECHNICAL & INDUSTRIAL (N=214)	OTHER (N=169)	TOTAL (N=489)
1	N=1 %=.94	N=1 %=.47	N=3 %=2	N=5 %=1
2	N=90 %=85	N=159 %=74	N=133 %=79	N=382 %=78
3	N=10 %=9	N=47 %=22	N=25 %=15	N=82 %=17
4	N=5 %=5	N=7 %=3	N=8 %=5	N=20 %=4

χ^2 with 6 d.f. = 8.09 ($p \leq .2313$)

Training Program Completed. When responses were compared according to training program completed, significant differences were obtained ($p \leq .2313$). Since Jim's employees have been very satisfied and the new policy may be upsetting, 85 percent of the Business and 79 percent of the Others compared to 74 percent of the Technical and Industrial graduates chose that Jim should "inform his staff of the tighter company policy and suggest that it would probably be to their benefit to follow it." Twenty-two percent of the Technical and Industrial compared to 15 percent of the Others and nine percent of the Business selected "explain the policy to the staff but suggest if they are careful they can probably avoid trouble with the company" (see Table CCCLXXII).

Table CCCLXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	RURAL (N=88)	URBAN (N=398)	TOTAL (N=486)
1	N=1 %=1	N=4 %=1	N=5 %=1
2	N=62 %=70	N=317 %=80	N=379 %=78
3	N=19 %=22	N=63 %=16	N=82 %=17
4	N=6 %=7	N=14 %=4	N=20 %=4

χ^2 with 3 d.f. = 2.95 ($p \leq .3987$)

Locale of Training. When responses were compared according to training locale, no significant differences were obtained (see Table CCCLXXIII).

Table CCCLXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	MALE (N=314)	FEMALE (N=174)	TOTAL (N=488)
1	N=4 %=1	N=1 %=.57	N=5 %=1
2	N=232 %=74	N=149 %=86	N=381 %=78
3	N=64 %=20	N=18 %=10	N=82 %=17
4	N=14 %=4	N=6 %=3	N=20 %=4

χ^2 with 3 d.f. = 8.12 ($p \leq .0437$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .0437$). Eighty-six percent of the Females compared to 74 percent of the Males chose that Jim should "inform his staff of the tighter company policy and suggest that it would probably be to their benefit to follow it." Twenty percent of the Males in contrast to ten percent of the Females selected "explain the policy . . . if they are careful they can probably avoid trouble with the company" (see Table CCCLXXIV).

Table CCCLXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 33

RESPONSE	INEXPERIENCED (N=130)	EXPERIENCED (N=107)	TOTAL (N=237)
1	N=1 %=.77	N=0 %=0	N=1 %=.42
2	N=92 %=71	N=97 %=91	N=189 %=80
3	N=28 %=22	N=9 %=8	N=37 %=16
4	N=9 %=7	N=1 %=.93	N=10 %=4

χ^2 with 3 d.f. = 12.00 ($p \leq .0074$)

Experience (Age). When responses were compared according to level of experience, significant differences were obtained ($p \leq .0074$). Ninety-one percent of the Experienced compared to 71 percent of the Inexperienced indicated that Jim should "inform his staff of the tighter company policy and suggest that it would probably be to their advantage to follow it." Twenty-two percent of the Inexperienced in contrast to eight percent of the Experienced chose "explain the policy . . . if they are careful they can probably avoid trouble with the company" (see Table CCCLXXV).

Item 34

Joan and Bill work together in a small television repair shop. Bill is a very slow worker and frequently Joan has to help him so that he can complete the repairs on time. Bill has never mentioned Joan's helpfulness to the boss who has assumed Bill has been doing all the work himself. What should Joan do?

1. tell the boss she's been doing some of Bill's work. She might even get a raise.
2. stop doing Bill's work and just do what she's paid to do.
3. suggest to Bill that he tell the boss he's been given too much work to do.
4. continue helping Bill. It's not his fault he's slow.
5. suggest to the boss that they get paid on the basis of jobs completed instead of a flat hourly rate.

Combined Group Results. Responses were mixed as to what an employee should do about a slower co-worker whom she has to help in finishing his work. Forty percent of the respondents chose that she should "suggest to Bill that he tell the boss he's been given too much work to do," 30 percent chose "suggest to the boss they get paid on the basis of jobs completed instead of a flat hourly rate," five percent selected "tell the boss she's been doing some of Bill's work . . .," and, four percent picked "continue helping Bill . . ."

Table CCCLXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED, UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	EMPLOYED RELATED (N=305)	EMPLOYED UNRELATED (N=39)	UNDER- EMPLOYED (N=90)	UNEMPLOYED (N=40)	TOTAL (N=464)
1	N=18 %=6	N=1 %=3	N=2 %=3	N=0 %=0	N=21 %=5
2	N=58 %=19	N=4 %=10	N=23 %=29	N=7 %=18	N=92 %=20
3	N=128 %=42	N=15 %=38	N=37 %=46	N=15 %=38	N=195 %=42
4	N=8 %=3	N=4 %=10	N=0 %=0	N=1 %=3	N=13 %=3
5	N=93 %=30	N=15 %=38	N=18 %=23	N=17 %=43	N=143 %=31

χ^2 with 12 d.f. = 17.06 ($p \leq .1474$)

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Employment Status. When responses were compared according to employment status, significant differences were obtained ($p \leq .1474$). Forty-two percent of the Employed Related, 38 percent of the Employed Unrelated, 46 percent of the Underemployed and 38 percent of the Unemployed chose that Joan should "suggest to Bill that he tell the boss that he's been given too much work to do." Thirty percent of the Employed Related, 38 percent of the Employed Unrelated, 23 percent of the Underemployed and 43 percent of the Unemployed selected "suggest to the boss that they get paid on the basis of jobs completed instead of a flat hourly rate" (see Table CCCLXXVI).

Table CCCLXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	BUSINESS (N=104)	TECHNICAL & INDUSTRIAL (N=213)	OTHER (N=168)	TOTAL (N=485)
1	N=5 %=5	N=9 %=4	N=9 %=5	N=23 %=5
2	N=21 %=20	N=44 %=21	N=31 %=18	N=96 %=20
3	N=44 %=42	N=86 %=40	N=69 %=40	N=199 %=41
4	N=4 %=4	N=9 %=4	N=5 %=3	N=18 %=4
5	N=30 %=29	N=65 %=31	N=54 %=32	N=149 %=31

χ^2 with 8 d.f. = .50 ($p \leq .9999$)

Training Program Completed. When responses were compared according to training program completed, no significant differences were obtained (see Table CCCLXXVII).

NUMBERS AND PERCENTAGES OF RURAL AND URBAN VTAE
GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	RURAL (N=86)	URBAN (N=396)	TOTAL (N=482)
1	N=3 %=3	N=20 %=5	N=23 %=5
2	N=12 %=14	N=83 %=21	N=95 %=20
3	N=30 %=35	N=168 %=42	N=198 %=41
4	N=2 %=2	N=16 %=4	N=18 %=4
5	N=39 %=45	N=109 %=28	N=148 %=31

χ^2 with 4 d.f. = 9.27 ($p \leq .0548$)

Locale of Training. When responses were compared according to training locale, significant differences were obtained ($p \leq .0548$). Forty-two percent of the Urban compared to 35 percent of the Rural indicated that Joan should "suggest to Bill that he tell the boss that he's been given too much work to do." Forty-five percent of the Rural compared to 28 percent of the Urban chose that Joan should "suggest to the boss that they get paid on the basis of jobs completed instead of a flat hourly rate" (see Table CCCLXXVIII).

Table CCCLXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE VTAE
GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	MALE (N=312)	FEMALE (N=172)	TOTAL (N=484)
1	N=15 %=5	N=8 %=5	N=23 %=5
2	N=68 %=22	N=27 %=16	N=95 %=20
3	N=129 %=41	N=70 %=41	N=199 %=41
4	N=14 %=4	N=4 %=2	N=18 %=4
5	N=86 %=28	N=63 %=37	N=149 %=31

χ^2 with 4 d.f. = 6.47 ($p < .1668$)

Sex. When responses were compared according to sex, significant differences were obtained ($p \leq .1668$). Thirty-seven percent of the Females compared to 28 percent of the Males chose that Joan should "suggest to the boss that they get paid on the basis of jobs completed instead of a flat hourly rate." Twenty-two percent of the Males compared to 16 percent of the Females chose "stop doing Bill's work . . ." (see Table CCCLXXIX).

Table CCCLXXX

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RESPONDING TO ITEM NUMBER 34

RESPONSE	INEXPERIENCED (N=129)	EXPERIENCED (N=106)	TOTAL (N=235)
1	N=6 %=5	N=4 %=4	N=10 %=4
2	N=22 %=17	N=19 %=18	N=41 %=17
3	N=47 %=36	N=39 %=37	N=86 %=37
4	N=4 %=3	N=5 %=5	N=9 %=4
5	N=50 %=39	N=39 %=37	N=89 %=38

χ^2 with 4 d.f. = .11 ($p \leq .9986$)

Experience (Age). When responses were compared according to level of experience, no significant differences were obtained (see Table CCCLXXX).

Item 35A

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls alot.
2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.
3. Carl does his best work when the boss is around. He goes out of his way to "polish the boss's apple." He gets along alright with most of the older workers but some people think he has a big mouth.
4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

Assume all the men above had equal longevity and there was a downturn in the business's cycle. Who do you think would be laid off first: _____
second: _____ third: _____ fourth: _____

Combined Group Results. Given four men of differing characteristics with equal longevity and a downturn in the business cycle, respondents were asked to rank who should be laid off first. Respondents were generally mixed in their rankings. Forty percent of the respondents indicated that Carl, the apple polisher, should be laid off first.

Table CCCLXXXI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED,
UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(35A 1-2)

	1				2			
	EMPLOYED RELATED (N=304)	EMPLOYED UNRELATED (N=40)	UNDER- EMPLOYED (N=80)	UNEMPLOYED (N=38)	EMPLOYED RELATED (N=291)	EMPLOYED UNRELATED (N=39)	UNDER- EMPLOYED (N=77)	UNEMPLOYED (N=36)
A1	N=38 %=13	N=12 %=30	N=13 %=16	N=5 %=13	N=42 %=14	N=6 %=15	N=12 %=16	N=14 %=39
Bill	N=57 %=19	N=5 %=13	N=11 %=14	N=8 %=21	N=63 %=22	N=10 %=26	N=24 %=31	N=2 %=6
Carl	N=141 %=46	N=18 %=45	N=36 %=45	N=15 %=39	N=80 %=27	N=12 %=31	N=22 %=29	N=8 %=22
Dave	N=68 %=22	N=5 %=13	N=20 %=25	N=10 %=26	N=106 %=36	N=11 %=28	N=19 %=25	N=12 %=33

p $\leq$.2172p $\leq$.0074

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Employment Status. In the analysis by employment status, significant differences were found for the following responses. The ranking of which man should be laid off first was significant at .2172. The ranking of which man should be laid second was significant at .0074. The ranking of which man should be laid off fourth was significant at .0204 (see Table CCCLXXXI).

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Table CCCLXXXIA

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED,
UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(35A 3-4)

	3				4			
	EMPLOYED RELATED (N=291)	EMPLOYED UNRELATED (N=39)	UNDER- EMPLOYED (N=77)	UNEMPLOYED (N=36)	EMPLOYED RELATED (N=292)	EMPLOYED UNRELATED (N=39)	UNDER- EMPLOYED (N=77)	UNEMPLOYED (N=36)
A1	N=91 %=31	N=7 %=18	N=29 %=38	N=11 %=31	N=123 %=42	N=15 %=38	N=24 %=31	N=6 %=17
Bill	N=73 %=25	N=9 %=23	N=9 %=12	N=8 %=22	N=100 %=34	N=15 %=38	N=33 %=43	N=18 %=50
Carl	N=38 %=13	N=9 %=23	N=13 %=17	N=6 %=17	N=37 %=13	N=0 %=0	N=8 %=10	N=9 %=25
Dave	N=89 %=31	N=14 %=36	N=26 %=34	N=11 %=31	N=32 %=11	N=9 %=23	N=12 %=16	N=3 %=8

 $p \leq .2572$ $p \leq .0204$

Table CCCLXXXII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(35A 1-4)

	1			2			3			4		
	BUS* (N=105)	T&I* (N=209)	OTHER (N=167)	BUS* (N=102)	T&I* (N=198)	OTHER (N=161)	BUS* (N=102)	T&I (N=198)	OTHER (N=161)	BUS* (N=102)	T&I* (N=200)	OTHER (N=161)
A1	N=16 %=15	N=32 %=15	N=24 %=14	N=14 %=14	N=26 %=13	N=35 %=22	N=41 %=40	N=58 %=29	N=45 %=28	N=31 %=30	N=87 %=44	N=58 %=36
Bill	N=11 %=10	N=44 %=21	N=30 %=18	N=28 %=27	N=46 %=23	N=33 %=21	N=15 %=15	N=44 %=22	N=42 %=26	N=48 %=47	N=67 %=34	N=56 %=35
Carl	N=52 %=50	N=83 %=40	N=83 %=50	N=27 %=26	N=69 %=35	N=31 %=19	N=14 %=14	N=30 %=15	N=24 %=15	N=10 %=10	N=20 %=10	N=27 %=17
Dave	N=26 %=25	N=50 %=24	N=30 %=18	N=33 %=32	N=57 %=29	N=62 %=39	N=32 %=31	N=66 %=33	N=50 %=31	N=13 %=11	N=26 %=13	N=20 %=12

 $p \leq .1729$ $p \leq .0121$ $p \leq .2866$ $p \leq .0886$

*BUS - BUSINESS

*T&I - TECHNICAL AND INDUSTRIAL

Training Program Completed. In the analysis by Voc-Tech training, significant differences were found for the following responses. The ranking of which man should be laid off first was significant at .1729. The ranking of which man should be laid off second was significant at .0121. The ranking of which man should be laid off fourth was significant at .0886 (see Table CCCLXXXII).

Table CCCLXXXIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(35A 1-4)

	1		2		3		4	
	RURAL (N=87)	URBAN (N=391)	RURAL (N=82)	URBAN (N=376)	RURAL (N=81)	URBAN (N=377)	RURAL (N=81)	URBAN (N=379)
Al	N=18 %=21	N=54 %=14	N=15 %=18	N=60 %=16	N=26 %=32	N=116 %=31	N=24 %=30	N=151 %=40
Bill	N=14 %=16	N=71 %=18	N=15 %=18	N=90 %=24	N=18 %=22	N=83 %=22	N=34 %=42	N=136 %=36
Carl	N=41 %=47	N=176 %=45	N=25 %=30	N=101 %=27	N=9 %=11	N=59 %=16	N=9 %=11	N=47 %=12
Dave	N=14 %=16	N=90 %=23	N=27 %=33	N=125 %=33	N=28 %=35	N=119 %=32	N=14 %=17	N=45 %=12

 $p \leq .2566$ $p \leq .6862$ $p \leq .7646$ $p \leq .2494$

Locale of Training. In the analysis by locale, a significant difference was found for the ranking of which man should be laid off fourth. It was significant at .2494 (see Table CCCLXXXIII).

Table CCCLXXXIV

NUMBERS AND PERCENTAGES OF MALE AND FEMALE
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(35A 1-4)

	1		2		3		4	
	MALE (N=306)	FEMALE (N=174)	MALE (N=293)	FEMALE (N=167)	MALE (N=293)	FEMALE (N=167)	MALE (N=294)	FEMALE (N=168)
Al	N=46 %=15	N=26 %=15	N=42 %=14	N=33 %=20	N=88 %=30	N=56 %=34	N=121 %=41	N=54 %=32
Bill	N=60 %=20	N=24 %=14	N=73 %=25	N=33 %=20	N=67 %=23	N=34 %=20	N=95 %=32	N=76 %=45
Carl	N=133 %=43	N=84 %=48	N=88 %=30	N=39 %=23	N=43 %=15	N=25 %=15	N=34 %=12	N=23 %=14
Dave	N=66 %=22	N=40 %=23	N=90 %=31	N=62 %=37	N=95 %=32	N=52 %=31	N=44 %=15	N=15 %=9

 $p \leq .3866$ $p \leq .1028$ $p \leq .8538$ $p \leq .0143$

Sex. In the analysis by sex, significant differences were found for the following responses. The ranking of which man should be laid off second was significant at .1028. The ranking of which man should be laid off fourth was significant at .0143 (see Table CCCLXXXIV).

Table CCCLXXXV

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE LAID OFF FIRST
(35A 1-4)

	1		2		3		4	
	INEXP* (N=128)	EXP* (N=107)	INEXP* (N=124)	EXP* (N=102)	INEXP* (N=122)	EXP* (N=103)	INEXP* (N=124)	EXP* (N=103)
A1	N=23 Z=18	N=16 Z=15	N=21 Z=17	N=12 Z=12	N=42 Z=34	N=39 Z=38	N=40 Z=32	N=36 Z=35
Bill	N=23 Z=18	N=16 Z=15	N=27 Z=22	N=23 Z=23	N=23 Z=19	N=21 Z=20	N=51 Z=41	N=43 Z=42
Carl	N=56 Z=44	N=57 Z=53	N=33 Z=27	N=28 Z=27	N=20 Z=16	N=12 Z=12	N=15 Z=12	N=8 Z=8
Dave	N=26 Z=20	N=18 Z=17	N=43 Z=35	N=39 Z=38	N=37 Z=30	N=31 Z=30	N=18 Z=15	N=16 Z=16
	p≤.5486		p≤.7411		p≤.7686		p≤.7513	

*INEXP - INEXPERIENCED

*EXP - EXPERIENCED

Experience (Age). In the analysis by experience, no significant differences were found (see Table CCCLXXXV).

Item 35B

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls alot.
2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.
3. Carl does his best work when the boss is around. He goes out of his way to "polish the boss's apple." He gets along alright with most of the older workers but some poeple think he has a big mouth.
4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

Assume business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend first: _____ second: _____ third: _____ fourth: _____

Combined Group Results. At a time when business is good and the foreman is promoted, respondents were asked to rank four men with different characteristics as to the order in which the foreman would recommend them for promotion. Respondents were generally mixed in there rankings. Sixty percent of the respondents chose Bill, the average worker, to be promoted first.

Table CCCLXXXVI

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED,
UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(35B 1-2)

	1				2			
	EMPLOYED RELATED (N=303)	EMPLOYED UNRELATED (N=39)	UNDER- EMPLOYED (N=79)	UNEMPLOYED (N=39)	EMPLOYED RELATED (N=291)	EMPLOYED UNRELATED (N=38)	UNDER- EMPLOYED (N=77)	UNEMPLOYED (N=36)
A1	N=28 Z=9	N=5 Z=13	N=3 Z=4	N=5 Z=13	N=67 Z=23	N=5 Z=13	N=15 Z=19	N=8 Z=22
Bill	N=192 Z=63	N=25 Z=64	N=55 Z=70	N=26 Z=67	N=56 Z=19	N=7 Z=18	N=15 Z=19	N=6 Z=17
Carl	N=27 Z=9	N=2 Z=5	N=8 Z=10	N=3 Z=8	N=43 Z=15	N=8 Z=21	N=14 Z=18	N=4 Z=6
Dave	N=56 Z=18	N=7 Z=18	N=13 Z=16	N=5 Z=13	N=125 Z=43	N=18 Z=47	N=33 Z=43	N=18 Z=50

p≤.9489

p≤.9141

Employment Status. In the analysis by employment status, no significant differences were found (see Table CCCLXXXVI).

Employment Status & Voc-Tech Training. When responses were compared by employment status, controlled for years of training programs completed, no significant differences were obtained (see Table CCCLXXXVI).

Table CCCLXXXVIA

NUMBERS AND PERCENTAGES OF EMPLOYED RELATED, EMPLOYED UNRELATED,
UNDEREMPLOYED AND UNEMPLOYED VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(35B 3-4)

	3				4			
	EMPLOYED RELATED (N=291)	EMPLOYED UNRELATED (N=38)	UNDER- EMPLOYED (N=77)	UNEMPLOYED (N=36)	EMPLOYED RELATED (N=292)	EMPLOYED UNRELATED (N=38)	UNDER- EMPLOYED (N=76)	UNEMPLOYED (N=36)
A1	N=92 %=32	N=11 %=29	N=20 %=26	N=13 %=36	N=107 %=37	N=17 %=45	N=39 %=51	N=11 %=31
Bill	N=31 %=11	N=2 %=5	N=8 %=10	N=3 %=8	N=23 %=8	N=5 %=13	N=2 %=3	N=3 %=8
Carl	N=104 %=36	N=15 %=39	N=32 %=42	N=12 %=33	N=116 %=40	N=13 %=34	N=22 %=29	N=17 %=47
Dave	N=64 %=22	N=10 %=26	N=17 %=22	N=8 %=22	N=46 %=16	N=3 %=8	N=13 %=17	N=5 %=14

 $p \leq .9946$
 $p \leq .3820$

Table CCCLXXXVII

NUMBERS AND PERCENTAGES OF BUSINESS, TECHNICAL AND INDUSTRIAL,
AND OTHER VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(35B 1-4)

	1			2			3			4		
	BUS* (N=106)	T&I* (N=207)	OTHER (N=167)	BUS* (N=102)	T&I* (N=197)	OTHER (N=162)	BUS* (N=102)	T&I* (N=197)	OTHER (N=162)	BUS* (N=102)	T&I* (N=197)	OTHER (N=162)
A1	N=7 %=7	N=18 %=9	N=16 %=9	N=21 %=21	N=48 %=24	N=34 %=21	N=31 %=30	N=57 %=29	N=54 %=33	N=44 %=43	N=77 %=39	N=58 %=36
Bill	N=71 %=67	N=133 %=65	N=109 %=65	N=14 %=14	N=38 %=19	N=34 %=21	N=13 %=13	N=20 %=10	N=14 %=9	N=6 %=6	N=16 %=8	N=11 %=7
Carl	N=11 %=10	N=21 %=10	N=10 %=6	N=17 %=17	N=29 %=15	N=25 %=15	N=32 %=31	N=76 %=39	N=58 %=36	N=42 %=41	N=69 %=35	N=69 %=43
Dave	N=17 %=16	N=35 %=17	N=32 %=19	N=50 %=49	N=82 %=42	N=69 %=43	N=26 %=25	N=44 %=22	N=36 %=22	N=10 %=10	N=35 %=18	N=24 %=15
	p≤.7526			p≤.7380			p≤.8179			p≤.4579		

*BUS - BUSINESS

*T&I - TECHNICAL AND INDUSTRIAL

*Training Program Completed. In the analysis by Voc-Tech training, no
significant differences were found (see Table CCCLXXXVII).

Table CCCLXXXVIII

NUMBERS AND PERCENTAGES OF RURAL AND URBAN
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(35B 1-4)

	1		2		3		4	
	RURAL (N=85)	URBAN (N=392)	RURAL (N=81)	URBAN (N=377)	RURAL (N=81)	URBAN (N=377)	RURAL (N=80)	URBAN (N=378)
A1	N=3 %=4	N=37 %=9	N=23 %=28	N=79 %=21	N=32 %=40	N=109 %=29	N=23 %=29	N=156 %=41
Bill	N=56 %=66	N=255 %=65	N=15 %=19	N=71 %=19	N=7 %=9	N=39 %=10	N=8 %=10	N=25 %=7
Carl	N=3 %=4	N=39 %=10	N=10 %=12	N=61 %=16	N=31 %=38	N=134 %=36	N=36 %=45	N=142 %=38
Dave	N=23 %=27	N=61 %=16	N=33 %=34	N=166 %=44	N=11 %=14	N=95 %=25	N=13 %=16	N=55 %=15
	$p \leq .0096$		$p \leq .4827$		$p \leq .0839$		$p \leq .1897$	

Locale of Training. In the analysis by locale, significant differences were found for the following responses. The ranking of which man should be promoted first was significant at .0096. The ranking of which man should be promoted third was significant at .0839. The ranking of which man should be promoted fourth was significant at .1897 (see Table CCCLXXXVIII).

Table CCCLXXXIX

NUMBERS AND PERCENTAGES OF MALE AND FEMALE
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(35B 1-4)

	1		2		3		4	
	MALE (N=305)	FEMALE (N=174)	MALE (N=292)	FEMALE (N=168)	MALE (N=292)	FEMALE (N=168)	MALE (N=292)	FEMALE (N=168)
A1	N=25 Z=8	N=16 Z=9	N=72 Z=25	N=31 Z=18	N=78 Z=27	N=64 Z=38	N=120 Z=41	N=58 Z=35
Bill	N=193 Z=63	N=119 Z=68	N=55 Z=19	N=31 Z=18	N=35 Z=12	N=12 Z=7	N=21 Z=7	N=12 Z=7
Carl	N=28 Z=9	N=14 Z=8	N=42 Z=14	N=29 Z=17	N=110 Z=38	N=55 Z=33	N=110 Z=38	N=70 Z=42
Dave	N=59 Z=19	N=25 Z=14	N=123 Z=42	N=77 Z=46	N=69 Z=24	N=37 Z=22	N=41 Z=14	N=28 Z=17

 $p \leq .5124$ $p \leq .4314$ $p \leq .0511$ $p \leq .5487$

Sex. In the analysis by sex, a significant difference was found for the ranking of which man should be promoted first. It was significant at .0511 (see Table CCCLXXXIX).

Table CCCXC

NUMBERS AND PERCENTAGES OF INEXPERIENCED AND EXPERIENCED
VTAE GRADUATES RANK ORDERING INDIVIDUALS TO BE PROMOTED FIRST
(35B 1-4)

	1		2		3		4	
	INEXP* (N=127)	EXP* (N=107)	INEXP* (N=124)	EXP* (N=104)	INEXP* (N=124)	EXP* (N=104)	INEXP* (N=123)	EXP* (N=104)
A1	N=5 %=4	N=7 %=7	N=32 %=26	N=20 %=19	N=40 %=32	N=31 %=30	N=47 %=38	N=47 %=45
Bill	N=89 %=70	N=71 %=66	N=20 %=16	N=20 %=19	N=11 %=9	N=10 %=10	N=7 %=6	N=5 %=5
Carl	N=9 %=7	N=8 %=7	N=17 %=14	N=16 %=15	N=50 %=40	N=34 %=33	N=47 %=38	N=46 %=44
Dave	N=24 %=19	N=21 %=20	N=55 %=44	N=48 %=46	N=23 %=19	N=29 %=28	N=22 %=18	N=6 %=6

 $p \leq .8219$ $p \leq .6748$ $p \leq .3620$ $p \leq .0470$

*INEXP - INEXPERIENCED

*EXP - EXPERIENCED

Experience (Age). In the analysis by experience, a significant difference was found for the ranking of which man should be promoted fourth. It was significant at .0470 (see Table CCXC).

Current Student Results

The responses of current students were compared to successfully employed former students. (see Methodology for a description of the current student groups.) For this purpose, only those responses of former students employed full-time in jobs related to training were used. In effect, these responses were taken as the "norm" for employability. The overriding assumption was: If the current student's differ significantly from the norms for former students, they should be "trained" in the skills and behaviors reflected in the differences.

Below is a summary of the comparisons made between two groups. Comparisons are made by training program according to locale. The tables include composite summaries of each form. Those items differentiating the groups at the .25 level are noted under p in the right hand column of the tables.

- (1) Urban Business - Form A
- (2) Urban Business - Form B
- (3) Urban Technical & Industrial - Form A
- (4) Urban Technical & Industrial - Form B
- (5) Urban Other - Form A
- (6) Urban Other - Form B
- (7) Rural Business - Form A
- (8) Rural Business - Form B
- (9) Rural Technical & Industrial - Form A
- (10) Rural Technical & Industrial - Form B
- (11) Rural Other - Form A
- (12) Rural Other - Form B

Following the tables is a brief summary of the differences observed between current student responses and those of their graduate counterparts.

RESPONSES OF URBAN, FORMER, BUSINESS, EMPLOYED RELATED STUDENTS
 COMPARED WITH URBAN, CURRENT, BUSINESS STUDENTS FOR FORM A IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		P
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	20	7	39	40	30	27	11	26			
2	26	24	20	24	7	4	46	48			
3	2	2	19	15	35	41	44	43			
4	2	1	65	67	28	18	6	14			
5	0	0	100	99	0	0	0	1			
6	81	75	0	0	2	7	17	18			
7	28	28	0	2	59	60	13	10	0	0	
8	22	20	35	39	2	3	17	21	24	16	
9	57	57	7	5	4	13	31	25			
10	15	29	26	29	28	17	31	26			.1444
11	13	28	22	25	52	43	13	3			.0561
13	35	26	0	3	0	0	65	71			
14	0	4	46	22	28	43	26	31			.0306
15	6	4	0	1	28	23	67	72			
16	6	3	7	6	0	1	87	90			
17	2	1	6	8	35	35	57	57			
18	4	7	30	30	28	30	39	34			
19	0	1	15	7	0	1	40	37	45	54	
20	42	52	25	24	4	2	30	22			
21	32	33	6	12	55	48	4	1	4	7	
22	0	2	48	51	0	0	2	3	50	44	
23A	12	11	8	12	18	24	63	53			
23B	8	5	2	5	78	75	12	14			
24	2	0	65	65	33	30	0	1	0	4	
25	2	8	69	67	24	20	4	0	2	5	
27	0	1	13	16	52	60	35	23			
28	59	71	2	0	9	7	30	22			
29	6	7	19	24	74	69	2	0			
30	15	16	9	8	7	4	69	72			
31	26	30	36	32	32	35	6	2			
32	19	14	30	32	52	51	0	3			
33	15	26	0	5	59	48	0	1	26	20	
34	7	6	7	27	2	2	83	65			.0635
35	0	1	2	7	98	92	0	0			

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 12 & 26) have been deleted. 362

RESPONSES OF URBAN, FORMER, BUSINESS, EMPLOYED RELATED STUDENTS
 COMPARED WITH URBAN, CURRENT, BUSINESS STUDENTS FOR FORM B IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		P
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	37	27	8	0	8	10	47	63			.0964
2	0	0	8	6	32	30	61	64			
3	37	51	26	18	16	10	21	20			
4	13	7	0	0	0	3	87	90			
5	22	32	3	2	30	16	46	50			
6	8	2	37	23	55	75	0	0			.1254
7	0	0	55	71	24	4	21	25			.0046
8	16	26	55	56	5	5	24	13			
9	47	27	13	17	0	6	39	50			.2175
10	11	7	55	55	26	30	8	7			
11	14	13	5	1	14	19	68	67			
12	0	1	34	32	0	0	66	69			
13	26	15	50	48	13	14	11	22			
14	95	92	3	7	2	0	0	1			
15	39	38	3	4	5	2	53	57			
16	47	63	0	2	11	36	42	0			.0000
18	55	32	0	1	39	60	5	7			.1614
19	18	15	13	6	66	76	3	1			
20	40	38	37	35	24	24	0	3			
21	24	26	58	50	0	2	18	21			
22	11	14	0	0	18	24	11	62			
23	13	20	29	17	13	22	39	33	5	8	
24	8	14	84	76	3	7	5	4			
25	3	1	13	14	84	84	0	1			
26	84	22	3	5	0	1	14	17			
27	3	3	19	15	8	13	20	69			
28	16	7	8	10	8	10	68	73			
29	0	1	19	15	3	4	78	80			
30A	8	26	19	9	3	6	70	59			.1653
30B	0	2	0	0	5	15	95	83			
31	0	1	95	87	0	5	5	7			
32	0	2	30	24	30	23	41	52			
33	0	0	92	83	3	12	5	6			360
34	8	10	28	24	42	27	3	4	19	35	

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 17 & 35) have been deleted.

RESPONSES OF URBAN, FORMER, T&I, EMPLOYED RELATED STUDENTS
 COMPARED WITH URBAN, CURRENT, T&I STUDENTS FOR FORM A IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		p
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	11	10	35	42	30	23	24	26			
2	37	29	19	29	10	19	34	23			
3	3	3	8	10	49	58	40	29			
4	1	0	60	48	17	6	22	45			.0990
5	0	0	90	87	4	6	6	6			
6	76	61	0	0	8	13	16	26			
7	23	19	1	0	58	58	17	19	1	3	
8	20	10	45	52	2	3	5	16	27	19	
9	66	68	6	6	6	10	22	16			
10	25	26	27	35	21	16	27	23			
11	23	37	22	7	51	50	4	7			
13	43	48	4	0	1	6	52	45			
14	4	13	30	29	32	19	33	39			
15	8	16	1	3	29	13	62	68			
16	1	10	10	6	4	6	85	77			
17	4	6	18	16	27	39	52	39			
18	19	6	28	19	26	35	37	39			
19	2	0	12	27	3	0	36	30	48	43	
20	57	47	23	27	1	0	19	27			
21	37	26	6	6	52	61	2	3	2	3	
22	1	3	55	55	2	0	0	3	42	39	
23A	14	4	5	12	25	50	57	35			.0468
23B	15	8	2	8	69	75	14	8			
24	0	0	61	61	37	35	1	0	1	3	
25	10	16	55	52	27	23	4	6	2	3	
27	0	0	17	13	58	61	25	26			
28	56	39	1	0	7	6	36	55			
29	10	13	33	30	57	57	0	0			
30	13	13	13	16	17	10	56	61			
31	31	39	39	29	26	29	4	3			
32	10	6	36	35	53	58	1	0			
33	14	26	4	10	47	26	4	6	32	32	
34	13	10	14	29	1	0	72	61			
35	4	3	11	0	85	97	0	0			

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 12 & 26) have been deleted.

RESPONSES OF URBAN, FORMER, T&I, EMPLOYED RELATED STUDENTS
 COMPARED WITH URBAN, CURRENT, T&I STUDENTS FOR FORM B IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		p
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	44	13	0	0	10	17	47	70			.0192
2	2	0	16	13	27	37	56	50			
3	54	55	10	3	12	6	25	35			
4	16	6	1	0	3	0	79	94			
5	34	45	2	0	21	13	42	42			
6	3	6	30	35	67	58	1	0			
7	1	0	61	58	12	0	26	42			.2374
8	44	35	39	39	4	3	13	23			
9	37	32	17	23	3	6	43	39			
10	10	6	52	35	36	45	2	13			.1077
11	11	6	3	10	22	13	63	71			
12	1	0	47	52	1	0	50	48			
13	29	45	43	39	19	16	9	0			
14	88	73	10	20	1	0	1	7			
15	39	33	3	3	1	0	57	63			
16	53	53	3	10	16	37	28	0			.0057
18	36	20	3	7	50	67	11	7			
19	11	10	16	13	72	74	1	3			
20	42	32	35	32	20	35	2	0			
21	23	26	60	65	2	0	14	10			
22	16	10	2	0	13	19	69	71			
23	33	26	20	23	11	19	32	29	4	3	
24	14	10	77	58	4	19	4	13			.0204
25	3	6	20	16	76	77	1	0			
26	73	45	5	6	4	16	19	32			.0426
27	4	10	23	23	9	6	64	61			
28	14	13	15	9	22	19	49	58			
29	2	6	17	3	3	10	77	81			.2401
30A	18	24	13	14	10	0	60	62			
30B	4	7	4	4	16	7	76	82			
31	1	3	89	81	3	13	7	3			
32	2	3	31	32	21	19	47	45			
33	0	7	75	53	22	27	3	13			.0306
34	5	3	22	19	45	35	3	6	25	35	

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 17 & 35) have been deleted.

RESPONSES OF URBAN, FORMER, OTHER, EMPLOYED RELATED STUDENTS
 COMPARED WITH URBAN, CURRENT, OTHER STUDENTS FOR FORM A IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		P
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	2	9	55	54	28	13	15	24			.0384
2	23	23	33	36	5	4	39	37			
3	7	5	3	5	49	52	41	37			
4	2	1	68	60	13	24	16	14			
5	0	1	94	93	4	1	2	4			
6	87	72	0	0	4	3	9	25			.0260
7	34	9	1	1	60	75	5	15	0	0	.0004
8	19	25	53	38	2	3	5	18	21	15	.0891
9	72	65	11	10	1	12	15	13			.0232
10	31	22	19	24	23	31	27	23			
11	24	25	14	20	55	51	7	4			
13	38	18	1	7	1	1	60	74			.0264
14	4	2	48	41	27	30	21	26			
15	4	8	1	3	30	23	65	66			
16	2	5	7	8	6	4	85	83			
17	2	8	22	14	22	20	55	59			
18	6	7	20	20	37	38	38	35			
19	1	0	8	23	0	3	51	37	40	37	.0499
20	47	40	30	32	3	7	20	21			
21	27	32	11	5	58	56	1	4	3	2	
22	0	1	50	51	0	2	0	3	50	42	
23A	10	16	2	5	38	21	50	58			.2100
23B	10	11	3	8	72	68	15	13			
24	0	2	71	62	29	36	0	0	0	0	
25	5	10	73	66	21	19	0	2	1	3	
27	0	2	18	29	61	44	22	25			.1740
28	23	63	0	2	4	10	22	25			
29	3	9	21	33	76	59	0	0			
30	13	16	8	12	6	5	72	66			
31	46	23	26	43	28	30	1	3			.0119
32	5	21	35	33	59	43	1	3			.0146
33	19	30	5	10	47	37	0	1	29	22	
34	11	4	16	15	1	8	71	73			.1392
35	2	3	2	8	96	87	0	2			

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 12 & 26) have been deleted.

RESPONSES OF URBAN, FORMER, OTHER, EMPLOYED RELATED STUDENTS
 COMPARED WITH URBAN, CURRENT, OTHER STUDENTS FOR FORM B IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		p
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	46	35	1	2	5	2	48	60			
2	0	2	12	5	38	41	49	52			
3	53	38	8	12	11	8	28	42			.1199
4	12	7	0	1	0	1	88	91			
5	30	36	2	7	27	24	40	33			
6	2	3	37	21	61	75	0	1			.1824
7	0	0	66	72	7	7	27	22			
8	22	22	57	53	4	7	16	18			
9	26	30	10	11	2	7	6	2	5	3	
10	7	4	53	51	36	35	3	10			
11	22	15	7	4	25	32	46	49			
12	2	2	40	46	1	3	57	49			
13	27	14	44	54	19	18	10	13			.1711
14	88	88	9	8	0	1	3	3			
15	52	45	1	8	1	2	46	45			
16	46	51	1	5	19	44	34	0			.0000
18	38	30	1	1	56	59	4	10			
19	14	15	8	9	78	74	0	2			
20	47	32	36	33	17	28	0	8			.0270
21	25	26	53	51	0	2	22	21			
22	30	26	2	0	14	22	55	52			
23	20	18	22	16	18	15	36	45	3	4	
24	6	20	89	68	3	8	2	4			.0299
25	3	2	10	24	85	74	1	0			.1812
26	90	73	2	9	1	4	67	14			.1026
27	8	2	17	14	3	4	72	79			
28	6	10	11	11	17	20	66	60			
29	1	2	16	14	10	6	73	78			
30A	14	18	7	6	6	10	74	67			
30B	1	4	1	1	5	9	93	87			
31	0	4	93	84	2	2	4	9			
32	0	1	26	30	22	22	52	48			
33	0	0	82	79	14	18	5	3			
34	6	3	14	18	50	43	2	2	28	34	

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 17 & 35) have been deleted.

RESPONSES OF RURAL, FORMER, BUSINESS, EMPLOYED RELATED STUDENTS
 COMPARED WITH URBAN, CURRENT, BUSINESS STUDENTS FOR FORM A IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		p
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	6	6	59	26	6	25	29	43			.1266
2	6	10	29	20	6	2	59	68			
3	0	4	6	6	24	27	71	63			
4	0	0	71	56	18	23	12	22			
5	0	0	100	89	0	4	0	0			
6	59	53	0	0	6	14	35	33			.2187
7	6	22	0	0	82	54	12	23	0	0	
8	6	16	59	52	6	0	6	15	24	16	
9	53	63	6	14	12	11	29	11			
10	35	21	6	37	35	20	24	22			
11	18	14	24	14	59	68	0	5			.1738
13	35	42	0	4	0	1	65	53			
14	6	1	53	40	18	25	24	35			
15	12	9	6	6	35	16	47	69			
16	6	0	6	5	12	6	76	89			
17	6	6	12	11	35	33	47	50			
18	0	4	35	33	35	32	29	31			
19	0	1	24	21	0	0	24	33	53	45	
20	53	44	35	32	0	0	12	23			
21	53	25	6	18	41	52	0	1	0	4	
22	0	1	53	46	0	5	0	2	47	46	
23A	20	16	7	3	47	27	27	54			
23B	0	2	7	5	87	74	7	19			
24	0	0	71	8	29	28	0	4	0	0	
25	12	15	7	54	12	25	6	4	0	1	
27	0	2	6	25	53	47	41	26			
28	59	80	0	1	6	5	35	14			
29	0	9	25	35	76	56	0	1			
30	6	26	0	0	6	6	88	68			
31	41	39	24	32	35	28	0	1			
32	24	15	29	21	47	59	0	5			
33	24	36	12	5	29	26	0	0	35	33	
34	6	8	18	34	0	5	26	54			
35	0	0	6	5	94	94	0	1			

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 12 & 26) have been deleted.

RESPONSES OF RURAL, FORMER, BUSINESS, EMPLOYED RELATED STUDENTS
 COMPARED WITH RURAL, CURRENT, BUSINESS STUDENTS FOR FORM B IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		p
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	63	29	0	0	6	5	31	66			.0594
2	0	0	19	13	25	30	56	58			
3	44	66	25	4	6	5	25	25			.0958
4	0	8	0	3	6	15	94	75			
5	7	36	13	6	33	26	47	31			
6	0	2	19	20	81	76	0	1			
7	0	0	88	88	6	6	6	6			
8	6	21	63	65	0	6	31	7			.1226
9	19	28	6	5	0	6	75	60			
10	0	2	56	41	38	47	6	10			
11	0	15	6	2	0	33	94	49			.0242
12	13	1	38	56	0	1	50	42			
13	6	16	44	64	13	4	38	16			
14	94	93	6	1	0	5	0	1			
15	56	54	0	1	0	6	44	38			
16	31	42	0	3	6	57	63	0			.0000
18	38	26	0	1	56	67	6	6			
19	25	11	13	4	56	84	6	1			
20	25	31	50	42	25	26	0	1			
21	50	22	44	52	0	2	6	23			
22	13	5	0	3	19	35	69	58			
23	13	21	0	11	25	23	63	39	0	6	
24	6	19	75	69	13	5	6	8			
25	6	7	19	35	75	58	0	0			
26	88	56	0	7	0	14	13	23			
27	0	6	31	16	0	1	6	77			
28	13	14	6	5	6	12	75	68			
29	0	0	6	8	13	6	81	86			
30A	6	11	19	11	6	13	69	65			
30B	0	3	0	1	0	7	100	89			
31	0	3	81	83	0	3	19	13			
32	6	4	6	25	25	30	63	41			
33	0	1	69	85	25	13	6	1			
34	6	3	13	25	31	43	0	1	50	28	

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 17 & 35) have been deleted.

RESPONSES OF RURAL, FORMER, T&I, EMPLOYED RELATED STUDENTS
 COMPARED WITH RURAL, CURRENT, T&I STUDENTS FOR FORM A IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		P
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	6	8	39	33	11	20	44	39			
2	17	18	33	29	6	8	44	45			
3	0	8	11	6	22	42	67	44			
4	0	2	56	41	17	33	28	24			
5	0	2	94	72	6	12	0	14			
6	67	64	6	0	6	4	22	31			
7	28	40	0	0	56	50	17	44	0	2	.0673
8	6	13	44	38	22	8	22	27	6	15	
9	83	67	6	6	6	17	6	10			
10	33	26	17	38	33	21	17	15			
11	17	19	6	21	78	60	0	0			
13	33	41	6	2	0	6	61	51			
14	0	14	33	51	39	12	28	24			.1264
15	28	12	6	4	6	20	61	65			
16	0	0	0	10	11	10	90	80			
17	6	6	22	22	22	16	50	57			
18	17	12	11	39	56	20	17	29			.0537
19	6	0	11	30	6	0	39	30	39	40	
20	44	35	28	37	6	6	22	22			
21	22	26	6	10	61	58	0	0	11	6	
22	0	2	67	49	0	6	0	0	33	43	
23A	18	14	6	2	35	36	41	48			
23B	19	5	0	2	75	78	6	15			
24	0	0	72	61	28	37	0	0	0	2	
25	6	18	56	43	33	25	6	8	0	6	
27	0	0	6	22	67	48	28	30			
28	50	38	6	0	11	26	33	36			
29	6	12	50	46	44	36	0	6			
30	6	24	0	12	11	14	83	51			.2368
31	44	42	39	24	11	30	6	4			
32	22	8	22	28	56	62	0	2			
33	11	18	6	10	62	47	0	4	17	22	
34	17	12	22	24	0	4	61	61			
35	0	6	11	8	83	84	6	2			

* FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 12 & 26) have been deleted.

RESPONSES OF RURAL, FORMER, T&I, EMPLOYED RELATED STUDENTS
 COMPARED WITH RURAL, CURRENT, T&I STUDENTS FOR FORM B IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		p
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	55	30	0	0	0	4	46	66			
2	0	0	0	16	45	14	55	71			.1299
3	82	80	9	4	0	0	9	16			
4	9	2	0	8	18	0	73	90			.1880
5	18	31	9	8	36	32	36	29			
6	0	4	36	14	55	80	9	2			
7	0	0	91	76	9	10	0	14			
8	45	26	36	50	0	4	18	20			
9	36	28	9	10	9	8	45	54			
10	9	2	27	36	64	56	0	6			
11	27	16	9	4	18	34	45	46			
12	18	8	45	60	9	0	27	32			
13	27	33	27	33	27	24	18	10			
14	82	88	9	8	9	4	0	0			
15	45	37	0	4	0	1	55	57			
16	18	46	18	6	36	48	27	0			.0162
18	9	24	0	8	82	61	9	8			
19	36	24	0	6	64	65	0	6			
20	45	28	36	42	18	28	0	2			
21	9	22	73	53	9	4	9	22			
22	36	8	0	4	9	26	55	62			
23	55	22	0	18	18	27	18	25	9	8	
24	0	22	73	59	9	10	18	10			
25	9	8	9	30	82	62	0	0			
26	55	58	0	10	18	10	27	22			
27	9	2	27	25	0	14	64	59			
28	0	10	27	18	9	14	64	58			
29	0	4	9	4	0	8	91	84			
30A	18	17	0	17	18	4	64	63			
30B	0	15	0	0	36	4	64	81			.0327
31	0	4	82	78	10	10	9	8			
32	0	4	45	30	27	26	27	40			
33	0	2	45	69	45	24	9	4			
34	9	8	0	24	18	47	0	6	73	14	.0122

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 17 & 35) have been deleted.

RESPONSES OF RURAL, FORMER, OTHER, EMPLOYED RELATED STUDENTS
COMPARED WITH RURAL, CURRENT, OTHER STUDENTS FOR FORM A IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		p
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	4	4	40	26	4	30	52	41			.2481
2	19	15	15	26	0	7	65	52			
3	8	4	15	11	19	33	58	52			
4	0	7	69	44	15	26	15	22			
5	0	0	92	89	4	4	4	7			
6	77	78	0	0	0	4	23	19			
7	27	12	0	0	65	60	8	28	0	0	
8	0	8	48	32	0	16	36	32	16	12	
9	54	70	0	0	31	26	15	4			
10	15	39	46	22	12	22	27	17			
11	19	14	15	5	62	73	4	9			.1399
13	27	37	4	7	8	11	62	44			
14	0	0	31	44	12	19	58	37			
15	19	4	8	7	15	22	58	67			
16	0	0	4	4	4	19	92	77			
17	7	12	15	19	50	15	27	54			
18	8	8	31	28	35	32	27	32			
19	0	0	12	16	0	4	54	51	35	30	
20	50	41	27	33	8	0	15	26			
21	28	19	4	11	64	70	0	0	4	0	
22	8	0	32	65	12	0	8	0	40	35	
23A	13	23	13	4	44	35	31	38			
23B	0	12	13	8	69	56	19	24			
24	0	0	65	52	35	48	0	0	0	0	
25	4	7	50	48	38	22	4	19	4	3	
27	4	0	12	11	46	44	38	44			
28	65	41	8	4	8	15	19	41			
29	4	11	35	37	62	44	0	7			
30	15	23	4	19	15	15	65	42			
31	46	33	23	26	23	37	8	4			
32	12	19	27	22	62	48	0	11			
33	23	26	8	7	38	44	4	4	27	19	
34	19	15	23	37	8	4	50	44			
35	0	4	4	19	92	78	4	0			

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 12 & 26) have been deleted.

RESPONSES OF RURAL, FORMER, OTHER, EMPLOYED RELATED STUDENTS
 COMPARED WITH RURAL, CURRENT, OTHER STUDENTS FOR FORM B IN PERCENTAGES

ITEM #	RESPONSE 1		2		3		4		5		P
	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	FS*	CS**	
1	15	26	0	0	0	4	85	70			
2	0	0	19	24	31	26	50	48			
3	92	89	0	4	8	0	0	7			
4	4	4	4	0	0	4	92	93			
5	54	58	0	4	15	23	30	15			
6	0	0	35	22	65	60	0	7			
7	0	0	77	81	4	4	19	35			
8	27	15	54	42	0	8	19	35			
9	31	36	12	0	4	8	54	56			
10	4	0	35	27	58	69	4	4			
11	27	15	4	4	31	27	38	54			
12	0	8	35	52	0	4	65	36			
13	27	46	35	19	19	12	19	23			
14	92	85	4	11	0	4	4	0			
15	50	50	0	4	0	4	50	42			
16	50	37	0	22	27	41	23	0			
18	42	30	0	4	50	56	8	11			
19	27	19	12	4	62	69	0	8			
20	46	52	27	30	23	15	4	4			
21	19	29	62	46	4	0	15	25			
22	0	8	0	4	19	23	81	65			
23	23	19	12	8	15	15	50	46	0	12	
24	12	20	81	60	8	16	0	4			
25	0	0	19	22	81	74	0	4			
26	72	56	16	11	8	14	4	19			
27	8	11	20	19	8	4	64	67			
28	24	8	8	15	16	19	52	58			
29	4	0	0	19	17	8	78	73			
30A	18	13	5	4	9	8	68	75			
30B	5	4	0	0	5	13	90	83			
31	4	15	88	59	8	19	0	7			
32	4	4	33	37	29	30	33	30			
33	0	8	75	65	21	27	4	0			
34	4	4	22	22	17	22	4	4	52	48	

*FS - FORMER STUDENTS

**CS - CURRENT STUDENTS

NOTE: Multiple part questions (#'s 17 & 35) have been deleted.

Summary

Urban. Differences significant at the .25 level were noted between the responses of the current and former Business students on four items contained in Form A and seven items in Form B. Significant differences (.25 level) were noted between current and former Technical and Industrial students on two items in Form A and seven items in Form B. Differences were noted between current and former students of all Other programs on twelve items in Form A and eight items in Form B.

Rural. Differences significant at the .25 level were found between the responses of current and former Business students on three items in Form A and five items in Form B. Significant differences (.25 level) were obtained between the responses of current and former Technical and Industrial students on four items in Form A and five items in Form B. Differences were noted between current and former students of all Other programs on two items in Form A and one item in Form B.

Section IV

Summary, Conclusions and Implications

Two field tests were conducted using the Employability Inventory, an assessment instrument designed to assess the personal/social skills critical to job getting and keeping. The first field test was conducted with graduates of two Wisconsin post-secondary vocational-technical institutions, one urban and one rural. The second field test was done with current students in the same schools. The major purpose of the graduate field test was to attempt an initial empirical validation of the inventory. To do this, graduates during the same time period from similar programs but differing on employment status were asked to respond to the inventory. Responses were compared on the basis of employment status criterion groupings. This comparison was done to identify items which reliably differentiated the groups. In addition, the total population of graduates were also grouped and compared according to:

- (a) occupational program areas completed
- (b) locale of training
- (c) sex
- (d) experience (age)

The inventory was administered to current students to compare their responses to those of successfully employed graduates of the same program. It was assumed that response patterns of the successfully employed constituted "norms or standards" for employment in their field of training. If this were correct, differences found between their responses and those of current students in similar training programs could be taken as indications of current student deficiencies. These could form the basis for remedial training in preparing the students for securing and maintaining employment.

In this section, the findings from the field tests are summarized, conclusions are presented and implications for both further research and practices are discussed.

Summary

Graduates

On the following pages are summaries of the findings from the graduate field test. These summaries consist of composite tables listing items which differentiated the various groupings at the .25 level. A separate table summarized the differences according to alternate form of the instrument. (see Tables CDII and CDIII)

Three items in Form A and five items in Form B differentiated (.25 level) between respondents grouped by employment status. Eleven items in Form A and 12 in Form B discriminated between respondents grouped according to general program areas completed. Fifteen items in Form A and 14 in Form B differentiated participants grouped on the basis of training institution locale (rural/urban). Eighteen items in Form A and 19 in Form B discriminated between respondents grouped by sex. Sixteen items in Form A and 12 in Form B differentiated between respondents grouped by experience (age).

Table CDIV

Number of Items Differentiating Respondents
on the Basis of Indicated Groupings

Grouping	Form A	Form B	Total
Employment Status	3	5	8
Voc Tech Training	11	12	23
Locale	15	14	29
Sex	18	19	37
Experience (Age)	16	12	28

Few items (eight) differentiated respondents when grouped by employment status than when grouped according to any other criteria. More than half of the items on either of the alternate forms differentiated respondents by sex, and more than one-third of the items differentiated between groupings in Voc Tech training, locale, and experience (age).

COMPOSITE SIGNIFICANCE TABLE FOR FORM A ($p < .25$)*

ITEM #	EMPLOYMENT STATUS	VOC. TECH. TRAINING	LOCALE	SEX	EXPERIENCE
1		.0514	.0000	.0167	.0026
2		.0045	.0000	.0000	
3		.0758	.0016	.1136	.2192
4		.0464		.1794	
5				.1186	
6			.0115	.1055	
7				.1641	
8			.0001	.1310	.0268
9	.0722		.0000		.0610
10					
11			.0214		.1026
13	.1685		.2010	.0023	
14				.1496	.0998
15			.0057		.1742
16				.0071	
17	.1640	.0067	.1840		.0649
18		.0523		.2294	.0788
19		.0648			
20					.0694
21					.2235
22			.0090		.0864
23A		.2055			.2359
23B				.1986	
24				.1171	
25					
27			.1074		.2364
28				.0028	
29		.0189	.1030	.0139	.0028
30		.0329	.0161	.0042	.1360
31		.1585			
32			.1844		
33					
34					
35				.0944	

* Multiple part questions (#'s 12 & 26) are not included

COMPOSITE SIGNIFICANCE TABLE FOR FORM B ($p < .25$)*

ITEM #	EMPLOYMENT STATUS	VOC. TECH. TRAINING	LOCALE	SEX	EXPERIENCE
1		.0517	.2118	.2420	
2				.0475	.2044
3		.0342	.0000		.0004
4			.1673	.0310	
5					
6			.1398		.0140
7			.0203		
8		.0066		.0000	
9	.1936			.1164	
10			.0385	.0085	
11					
12			.0825		
13			.0057	.0949	
14					
15					.0055
16	.1995	.1215	.0082		
18			.0407	.1701	
19					
20					.0020
21				.1148	
22			.1294	.2159	.0127
23		.0047		.2298	.0758
24	.1178	.1080		.2051	.0932
25					
26		.0609	.1783	.0089	.0861
27		.2098		.0030	.1654
28		.0213		.0415	
29			.0336		
30A		.0428		.0137	.1660
30B		.0042		.0039	
31	.1059				
32					
33		.2313		.0437	.0074
34	.1474		.0548	.1668	

* Multiple part questions (#'s 17 & 35) are not included

Current Students

The tables below summarize the findings obtained when the responses of current students were compared to those of successfully employed former students graduating from the same general occupational training programs. Separate tables are provided according to locale and include breakdowns by program area and summaries of the number of items on each form which discriminated between the two groups.

Table CDV

Numbers of Items Differentiating Between
Urban Current & Former Students by Program Area

Program Area	Form A	Form B	Total
Urban Business	4	7	11
Urban T&I	2	8	10
Urban Other	12	8	20

Table CDVI

Numbers of Items Differentiating Between
Rural Current & Former Students by Program Area

Program Area	Form A	Form B	Total
Rural Business	3	5	8
Rural T&I	4	5	9
Rural Other	2	1	3

Fewer items differentiated between Rural current and former students than Urban current and former students regardless of program area considered. However, these differences were significant only regarding the number of items differentiating current and former students of all Other programs (those outside of Business and T&I). Here, 20 items differentiated the Urban current and former graduates of Other programs and only three differentiated between their rural counterparts.

Conclusions

Graduates

In light of the few items which differentiated between respondents, grouped on employment status, it must be concluded that empirical validation of the inventory on this basis failed. There are a number of factors that might explain this failure:

- (1) Perhaps the groups did not differ in the skills and characteristics measured.
- (2) Perhaps the criterion groups were not sufficiently "pure."
- (3) Perhaps inventory items were not sensitive to existing differences between the groups.
- (4) Perhaps personal/social skills are less critical than other factors for both job getting and job keeping.
- (5) Perhaps there were too few items per variable.
- (6) Perhaps respondent groups were equal in skills at discriminating items on a paper and pencil test, but are dissimilar in the way they would act in analogous situations.

It is entirely possible that the groups did not differ in the skills and characteristics which the inventory attempted to assess. All were graduates of two institutions geared at training them for obtaining jobs. Thus, each group may have entered the labor market with similar job getting and keeping skills. Under such circumstances, factors other than employability and job keeping skills would take preeminence in determining whether or not they got or kept jobs.

Ideally, in empirical validation, pure criterion groups should be used. That is, groups should be identical in all respects save the variable of concern. In this case, employment status groups ideally should have been matched on all relevant characteristics except employment status. This was not possible. Consequently, the failure of items to discriminate between employment groups may be due to other characteristics differentiating them.

One of the major difficulties in designing assessment instruments is constructing items sufficiently sensitive to the differences existing between groups. Where few items are geared to tap a particular skill or characteristic, sensitive items are especially crucial. In this study, the skills and characteristics deemed important were relatively many. Because of the follow-up design, the length of the instrument had to be limited. Thus, perhaps there were too few items per variable.

Another problem encountered in assessment using paper and pencil inventory is inferring corresponding behavior based on the manner in which people respond to items. Sometimes groups or individuals may respond in one way and act in another. It is conceivable that the "real life" respondents who selected identical alternatives as appropriate for the individuals in the vignettes would act very differently. Consequently, it is possible that assessment in this domain may require abbreviation in a more natural setting rather than measurement according to responses to a paper and pencil inventory.

Comparisons made between respondents grouped on the basis of training program completed, locale of training, sex and experience (age) all led to a significantly greater number of items being discriminatory, than when comparisons were made between respondents grouped by employment status. However, before definite conclusions can be reached, further analysis of findings augmented with further research must be done. Obviously males responded differently than females, graduates of one program differently than graduates of another, and the older workers differently than the younger. What factors might account for these differences is only speculation. Differences observed between those graduating from the differing occupational training programs might be indicative of different demands for these skills according to occupation. Likewise, the differences observed between males and females may reflect different marketplace demands according to sex. And, differences observed by locale may show that expectations and demands differ in rural and urban settings. In a similar vein, differences by experience (age) may reveal that expectations and demands are changing with the times.

Current Students

Fewer items discriminated between current and former rural students than current and former urban students. Again, definite conclusions regarding these results cannot be made without further analysis and research. It might be speculated that the greater diversity obtained when the urban students and graduates were compared is a reflection of the greater diversity encountered in the urban locale. However, it also must be noted that the major rural/urban difference was on the number of items discriminating between respondents categorized under Other programs. These "Other" respondents included all students and graduates outside of T & I or Business programs. The urban institution offers a greater number of programs covering a wider spectrum of the work world. Thus, the rural/urban differences might largely be a reflection of greater program diversity.

Regardless of program categorization, few items differentiated (at the .25 level) current students from former successfully employed students. This may be a reflection of the similar training or lack of training received. However, it may also reflect deficiencies in the inventory. As mentioned above, more definitive statements require further study.

Implications for Further Research

The research conducted in completing this project could only begin studies needed in validating an assessment instrument of this type. Additional research is needed to both refine the instrument, improve reliability and further test its validity. Suggestions based upon an incomplete analysis of the data now available are given below.

A number of additional studies must be done altering both The Employability Inventory and the research process employed. First of all, it is recommended that the instrument be revised so that each question has a single objectively correct response. The instrument was designed to include both items for which there were objectively correct answers and those where no response was necessarily correct. Items for which there was no "correct" response primarily were those attempting to get at work values and attitudes. It was hoped and planned that the "correct" response would be the one selected by the employed group. Thus, "correctness" would be empirically determined. These items were developed based upon real life experiences of employees with whom project staff had worked. They presented conflicts which counselees had experienced. Sometimes in the real life occurrence the "honest" approach or, as we refer to it, the "boy scout" or "girl scout" approach was what had created the problem for the counselees. The most "effective" approach in getting or keeping the job was the one which was somewhat devious. In the instructions to the instrument, respondents were asked to select the most "effective" response given the situation described. They were told that on some items there were no necessarily correct responses. However, on all such items the most frequent response selected was the "boy scout" or "girl scout" option regardless of grouping or analysis. Consequently, it may prove true that in a test oriented culture such as our own, people are conditioned to select the most socially acceptable or socially correct response. If this is the case, then items both socially acceptable, and devious but effective alternatives cannot be very useful for assessment purposes.

There is also a need to conduct research with purer criterion groups. In this study, groupings according to employment status were done post hoc. In other words, all graduates were asked to respond to the inventory. After completing the inventory participants were grouped according to employment status based upon responses given to items contained in a questionnaire attached to the inventory. Ideally, the instrument would be administered under controlled conditions to two equal sized groups--one group employed and the other unemployed. Moreover, since this research study indicated sex, experience, and program area and locale of training all led to response differences, these factors would be controlled as well.

Further studies are needed for additional reasons. Some items on the inventory did differentiate groups by occupational status. A significantly greater number differentiated by sex, experience, locale and program area of training. Some items may have differentiated by chance. In empirical validation studies, cross-validation should always be done to eliminate this possibility.

Another factor which should be controlled or eliminated in further study is similarity of training received by the subjects. All staff in vocational education are aware of the fact that in vocational education the "bottom line" of evaluation is job placement. Consequently, many staff members attempt to educate students regarding personal/social skills important to job acquisition and retention in their occupational training area. More items differentiated respondents when grouped by locale or program area of training than when grouped by employment status. The rural/urban differences might be a reflection of the difference in training received. Likewise, differences observed between graduates of the various programs might also reflect training differences. To control this, follow-up studies could be done using data obtained in this study on population. The future employment status of low scorers among the current students could be compared to the employment status of high scorers. This would also assist in determining the predictive efficiency of the inventory.

Finally, further cross-tabulations of the data obtained in connection with this project should be done. Three-way analyses should be done controlling for: (a) sex and employment status; (b) locale and employment status; and (c) experience and employment status.

Implications for Practice

Despite finding that few items differentiated groups based on employment status, there is no question whether or not personal/social skills are important in both employment acquisition and retention. Surveys conducted in connection with this project, as well as a large body of other research, indicate that employers prefer certain attitudes and behaviors on the part of both job applicants and job holders. The unanswered questions are: how important are personal/social skills relative to having good "contacts" in the labor force when attempting to get a new job?; and, how important are personal/social skills compared to technical skills in keeping a job?

It may be that personal/social skills (employability skills) are not as important as having an "in" contact for job getting and, it may be that being skilled personally and socially are not as important as being skilled technically for holding the job. However, it may be true that the relative importance of these skills is a function of marketplace demand for applicants with particular kinds of training. For example, in the research conducted as part of this project no graduates from health occupation programs were unemployed. In the health field the demand for qualified workers greatly exceeds the supply. In this situation it is unlikely that poor employability skills would prevent someone trained in the field from obtaining a job. Likewise, when trained workers are in short supply, employers are undoubtedly more willing to "put up with" inappropriate behavior from individual workers than they would be if the labor supply was plentiful. However, in a market of labor surplus with "other things being equal" personal/social and employability skills may be crucial.

If employability and personal/social skills are important in markets where jobs are tight, those charged with preparing people for working in these markets must assist them in acquiring the needed skills. Moreover, marketplace demand for workers changes. Thus, even in fields where labor is in short supply, educators charged with preparing people for these jobs should perhaps also prepare them for the contingency of a changing market.

While significant differences between groupings based on employment status were not found, it was found that the majority of graduates were not well versed in employability skills. For example, on one item in both alternate forms respondents were asked to select the first or most effective avenue to use in obtaining job leads. Fewer people in any group, regardless of employment status, selected "notify friends and relatives" than any of the other alternatives. Yet research, including the surveys done in connection with this project, indicate more "effective" job leads are obtained informally from friends or relatives than from any other source. Responses to a number of items showed similar lack of knowledge. These findings might lead one to the conclusion that when applicants or workers exhibit similar employability skills and on-the-job personal skills, other factors will determine who gets hired or who keeps their job.

If one assumes that potential applicants should be knowledgeable about job getting and keeping skills, than the overall findings indicate that more training is needed. The Employability Inventory can be helpful in providing this training. Several instructors at both the secondary and post-secondary levels are using the inventory for instructional purposes in employment orientation courses. They report that the vignettes in the inventory generate discussion and help trainees become aware of problems they may encounter. Thus, the instructors have indicated that it can be used as a rehearsal for action.

APPENDICES

Research Edition

Employability Inventory



Please complete the following before filling out the Employability Inventory.

1. Age _____ 2. Sex _____
3. Please provide the following information on your education and job training
 - A. Title of the Voc-Tech training program which you are completing _____
 - B. Title of the job for which you are training _____
 - C. Student status: _____ full time _____ part time
4. Please provide information on your current employment status
 - A. If you are currently employed please circle all of the following that apply to you:
 1. Employed full time
 2. Employed part time
 3. Employment related to training
 4. Employment unrelated to training
 5. Seeking other employment related to training
 6. Seeking other employment unrelated to training
 - B. Job title of current job _____
 - C. When did you obtain your current job? (Circle appropriate number)
 1. Before Voc-Tech training
 2. During Voc-Tech training
 - D. If you are unemployed please circle the appropriate number:
 1. Unemployed and currently not seeking employment
 2. Unemployed and currently seeking any kind of employment
 3. Unemployed but seeking only employment related to training

The Employability Inventory has been designed and constructed to survey attitudes and competencies regarding the personal and social skills important in acquiring and maintaining paid employment. It is not a personality inventory, an interest inventory, an aptitude test or an achievement test.

This inventory consists of a number of situations related to job getting, job keeping or job advancement. You are asked to make judgments about the people described in these situations. The situations include those which involve attitudes and feelings as well as those which call for some knowledge about procedures appropriate in job getting and keeping.

Once this inventory is standardized the information obtained will be useful to test takers in helping them learn effective job getting and keeping skills.

DIRECTIONS

In each item that follows you are given a brief description of a person in a situation related to job getting or job keeping. Following the description are four or five statements about the situation. These statements are usually alternative courses of action that the person in the situation could take. You are asked to select one of these alternatives as being most effective for that person in that situation.

Some of the items have factually correct answers. Others do not. Some involve only opinions and some have equally correct or "right" answers. Your task is not to try to give or guess the right answer but rather to give that answer or course of action you think would be most effective for that person in that situation in getting a job, keeping a job or avoiding trouble on the job. Base your answers only on the information supplied in the situations provided.

Mark your answers by circling the alternative you think would be most effective. Only circle one alternative and please complete each item. You may be able to think up better alternatives than those given. Nevertheless, select the one alternative among those given that you think is best. There is no time limit.

EMPLOYABILITY INVENTORY

Job Getting

1.

There has been a down turn in the business cycle. The job market is tight. Judy has just graduated, needs money and is anxious to get any kind of a job. In beginning to locate job leads, what is the first thing Judy should do?

1. notify friends and relatives that she is looking for work.
2. register with the school's placement office.
3. check the want ads in the newspaper.
4. register with the job service.

2.

Debbie has heard that they are hiring secretaries at Abco. She'd like to apply for a job there. What is the first thing Debbie should do to follow-up on this lead?

1. drive over there and put in her application.
2. call the personnel office to find out if and when she should come in.
3. call her friend who works there and ask her to find out about the job, i.e., when and where to apply. She should also have her friend put in a good word for her.
4. write a letter of application in which she asks for an interview. She should include her resume with the letter.

3.

Jim knows that most job openings are never advertised. In his line of work there are no openings listed in the classified ads of the newspaper, and the local job service office has no knowledge of openings either. What should Jim do?

1. put an ad in the "situations wanted" column of the newspaper.
2. list himself with a private employment agency.
3. personally call on employers in the area.
4. send out letters of inquiry to employers.

4.

Matt is intersted in locating an accountant trainee position at finance companies in the greater Metropolitan area where he lives. He has written letters of inquiry and is preparing to mail them. He is trying to decide to whom he should mail the letters. To what person in the companies should he mail them?

1. look up the names of the presidents of the companies and send the letters to them personally.
2. get the names of the personnel directors and send the letters to them personally.
3. get the names of the directors of the accounting departments and mail the letters to them personally.
4. send the letters in care of the company. The person who routes company mail will send it to the appropriate person.

5.

Doug left his last job because he found it boring and unchallenging. He is now writing a resume in an effort to obtain new employment. The guide that he is following states that he should list each job, what he did on the job and why he left. In writing his resume, how should Doug state his reason for leaving?

1. "the work was repetitive and dull."
2. "to seek a more challenging position."
3. "the job lacked challenge."
4. "I felt I was wasting my talents."

6.

Mike's about to leave for a job interview. His car won't start. He calls several people and finds a neighbor who will take him to the interview. He realizes that he will probably be 10 to 15 minutes late. What should Mike do?

1. take the time to call the interviewer and explain why he will be late.
2. hurry and pretend he was given the wrong time.
3. hurry over there and explain in person rather than waste any more time.
4. call and say that he has been unavoidably detained and ask for another interview at a later time.

7. There has been a down turn in the business cycle. Judy has just completed training in computer science. What is the quickest way for Judy to try to find a job in her field?

1. personally contact employers who hire people for the job Judy wants.
2. call friends and relatives and see if they know of any openings.
3. check the want ads.
4. register with the school placement office and Job Service.

8. Anne returned to school after her husband died. She has completed her training in retail marketing. She has had no paid employment experience but has been involved in community volunteer work. In writing her resume what should she include under experience?

1. Make up experiences which she could say she held before marriage. (They're too far back in time for the employer to check out).
2. list no work experience and focus on academic accomplishments.
3. list her community work just as it is usually known, e.g., Girl Scout leader.
4. talk about her volunteer experiences in the language of the job market (instead of Girl Scout leader, say "community youth coordinator").

9. Geraldine just completed training for work as a data processor. She is anxious to obtain employment but wants to check out as many companies as possible. She decides to send out letters of inquiry. In putting together a list of employers, what or whom should she consult?

1. the state Job Service.
2. the reference librarian at the public library.
3. the want ads in the Sunday edition of the local newspaper.
4. the yellow pages of the local telephone directory.

10. Jim has an interview for a mechanic's job at Joe's garage. How should he dress for the interview?

1. wear his Sunday best.

2. wear work clothes that show he's not afraid of a little grease and grime.
3. find out what other applicants have worn and wear the same.
4. wear work clothes that are neat and clean.

11. George is completing a letter of application to the Atlantis Corporation. He really wants to be considered further for the job. He is not quite sure how to conclude his letter. What should he write as a complimentary closing?

1. "Thank you for any consideration you give my application."
2. "I know you will not regret considering me further."
3. "Thanking you in anticipation of further consideration."
4. "I know I will be able to serve you and your company well."

12. Jane has a job interview at 10:00 A.M. across town. It generally takes Jane about 30 minutes to travel the distance between her home and the place where the interview will be conducted. What time should Jane leave her house?

1. 8:45
2. 9:00
3. 9:15
4. 9:30

13. May has just graduated and has job interviews lined up each day of the week. Monday, on the morning of her first job interview, May wakes up with a head cold. Her interview is at 8:30 A.M. It takes 45 minutes to get there and the company is open for business at 8:00. What should May do?

1. go back to bed. Her health is more important than the interview. She has the others to fall back on.
2. call the employer's secretary at 8:00. Explain her illness and ask the secretary to try to arrange another appointment at a later date.
3. stay up till 3:30 to call the employer directly and ask to arrange another time.
4. go to the interview.

14.

Pete is filling out an application blank for a position at Acme Building. He has never worked in the building trades before. The blank asks, "list three references." Pete has a "personal data sheet" which he put together to help him during the application process. On it he has nine people listed as possible references: three former employers, two prominent businessmen who know him, three teachers and the pastor of his church. All will give him good references. Which three should Pete list?

1. his three former employers. Even though the work was not related they can attest to his work attitudes and behavior.
2. his last employer, one teacher and the pastor. The last employer can tell about his work record. The teacher can tell about the skills he has learned and the pastor can attest to his character.
3. the three teachers. They can best attest to his training for the job.
4. the two businessmen and his last employer. The owner might know either of the businessmen and this could work to his benefit. The former employer can attest to his work record.

15.

Jane is applying for a stenographic position at a new law office. The receptionist has just taken her in to interview with Jack Brown, the attorney who would be her boss. The receptionist has not introduced her. What should Jane do?

1. offer to shake hands and say, "I'm Jane Doe. I'm applying for the stenographic position."
2. wait, and take her cue from him. He may already know her name and he may not want to shake hands.
3. sit down quietly and let him take the lead.
4. remain standing and say, "I'm Jane Doe. I'm here about the stenographic position" and wait for him to offer to shake hands.

16.

In the middle of his interview the interviewer suddenly asks John if he has a police record. Five years earlier John, as a juvenile, was charged with breaking and entering. The interviewer appears to be anxious about John's response. What should John say?

1. "No! My record is clean."
2. "No, outside of one minor incident back in my early teens."
3. "Yes, I do. I was picked up for breaking and entering when I was fourteen."

4. "Legally you're really not supposed to ask that question."

17.

Joan is interviewing for a position in the accounting department at the Lion Company. After telling Joan some general things about the company and the job duties, the interviewer asks Joan if there is anything she would like to ask. Joan would like to know about pay, fringes, security, promotion policies and so on. To create the best impression what should Joan ask about first?

1. salary.
2. fringe benefits.
3. job security.
4. opportunities for advancement.

18.

Joe is interviewing for a job as a maintenance mechanic at Bill's Supply Company. During the interview he is asked why he would like to work for this company. How should Joe respond if he wants to make a good impression?

1. "It's close to home and I'd like to remain in this area."
2. "I've heard that there is excellent job security here and I'm interested in staying in one place."
3. "I know the wages are good and that is important to me."
4. "I know this company is a leader in the mechanic tool supply business."

19.

Jack has worked for Acme Corporation for five years as a sales representative. He has improved his position each year. A new sales manager has been hired. He and Jack don't get along. Jack is now interviewing with a new company for a similar position. The interviewer asks Jack why he is considering leaving Acme. What should Jack tell him?

1. "To be frank, Acme has hired a new sales manager. With him in control I don't think I can continue to progress at the rate I have in the past."
2. "While I have made progress at Acme, I'm interested in finding a company where I can advance at a faster pace if my work warrants it."
3. "For me to represent a company I have to be enthused about that company. That is no longer true for me at Acme."
4. "I think that I need a change. I have worked at Acme for five years and would prefer trying my hand in a new company with new lines."

20.

Jane is young, petite, and attractive. She is applying for a machinist's job. For all she knows, if she gets hired, she may be the first female machinist in the company's employ. How should she dress for the interview?

1. dress femininely in a skirt and blouse.
2. dress in bulky padded clothes to try to camouflage her femininity.
3. dress femininely in slacks and a sweater.
4. wear clean jeans and a sweat shirt with no make-up.
5. dress sexy.

21.

Mary is currently employed. She is filling out an application blank for a new job. The blank asks the applicant to list all previous jobs and the reason for leaving. Mary was fired from a job she held 2 years ago. She had a personality conflict with her boss. What should Mary write as a reason for leaving that job?

1. not list the job.
2. list the job and write "terminated."
3. list the job and write "laid off."
4. list the job and write "administrative reorganization."
5. list the job but don't list anything under reason for leaving.

22.

Jill is applying for a job as a management trainee for the Ace Company. She learned about the job through the classified ads in the local newspaper. No mention was made of salary. In filling out the job application blank she is asked, "What salary do you expect?" How should Jill fill in this blank?

1. write "contingent upon duties and responsibilities."
2. write "500 per month," because this is the least amount she will accept.
3. write "the going rate."
4. put in a dash or leave it blank.

23.

Erik is interviewing for a job at Ace Company. Erik has found out that they always call previous employers to find out about prior work records. Erik was once fired from a company for being late to work too often. However, he has a good record at his present place of employment. What should Erik do or say?

1. not bring it up during the interview

and hope that his improved record at his last place of employment will compensate for it.

2. bring it up right away by saying, "I'm aware that you contact previous employers. I was fired from the job I held before I worked for Baker Company, but you'll find out from Baker Company that I learned my lesson."
3. state the same thing as in 2 but do it in the middle of the interview.
4. state the same thing as in 2 but wait until the end of the interview.

24.

Julie is interviewing for a job as a beginning real estate agent. The interviewer begins by saying to her, "Tell me about yourself." How should Julie begin? What should she talk about?

1. ask, "What would you like to know?"
2. begin by saying, "I've always been interested in architecture, housing and business. Way back when I was a little kid I . . ."
3. begin with, "My name is Julie Adams, I live in this city, I'm 20 years old . . ."
4. begin by saying, "I was born and raised in this area. So were my parents. Almost all of my relatives live here . . ."

25.

a. Pat is applying for a job as management trainee at the personnel department of ACE Tool & Die. Pat has determined that she possesses the positive selling points listed below. Check Pat's four best selling points. (Use an X)

- ☐ Training in the area Vocational School
- ☐ Average grades in school
- ☐ Good attendance record in school
- ☐ Class secretary
- ☐ Previous volunteer work in hospital
- ☐ Member of Junior Achievement in high school
- ☐ Good reference from previous employer
- ☐ Careful and cautious in following instructions
- ☐ Neat and orderly
- ☐ Neat appearance
- ☐ Good conversationalist
- ☐ Respectful of authority
- ☐ Pleasant disposition

b. Mark Pat's four best selling points if she were applying for a job as a welder (Use an O)

26.

Phil has worked as a sales rep for American Appliance Company for three years. All was going well until a new store manager was hired. The new manager makes sarcastic remarks both about Phil personally and about his work. Phil has decided to look for a different job because of this seemingly unfair treatment. During an interview for a new job, Phil is asked how he gets along with his current employer. What should Phil say?

1. be honest. Tell the person doing the interview that he does not like the way he is being treated.
2. say that he gets along fine and discourage the interviewer from contacting his current employer by explaining that he does not want his employer to know he is looking for a new job.
3. explain that the employer seems out to get him and support the statement by explaining the co-workers think his boss has it in for him.
4. indicate that although their temperaments clash occasionally, this has not interfered with Phil's sales record.

27.

Bernie is applying for a job at the local assembly plant. Despite completing training in his field, he is asked to take an aptitude test. He is told that scores on the test are important in their hiring process. It is a timed, multiple choice, paper and pencil test. What should Bernie do on those items where he doesn't know the answer?

1. he should only answer those questions where he is positive his answer is correct.
2. he should answer all the questions where he is sure of the answer and those where he is reasonably sure he is correct.
3. he should answer all questions even if he has to blindly guess at some.
4. he should answer all questions he knows and he thinks he knows but he should guess only at those where he can eliminate at least one of the alternatives.

28.

John is interviewing for a job at Ace Tool and Die for a position as a welder. During the interview the personnel director asks him, "If I hire you, what would you like to be doing five years from now?" How should John respond to this question?

1. "I'd like to be working right here as a welder."
2. "I'd like to have my own welding shop."

3. "I'd like to continue my schooling nights and move into a management position somewhere."
4. "I'd like to be foreman of the welding division here."

29.

Jim is interested in a public relations job with the Etna Corporation. He has just completed training in business and Journalism. His only work experience has been road construction work during summers. The interviewer asks him, "Tell me how your previous work experience relates to the job you're applying for." How should Jim respond?

1. "Well, it really doesn't. However, while I was in school I managed the campaigns of other students running for class officer positions."
2. "It taught me the benefits of hard work. I was hired back each semester."
3. "Well, it really doesn't other than that experience taught me the importance of finding work that you like."
4. "Well, in working on construction I had to learn to get along with people from diverse backgrounds. This is also necessary in public relations work."

30.

Esther is interviewing for a position as a medical secretary. The interviewer stands up. It is obvious that the interview is ending. She thinks the interview has gone well but she has not been offered the job. Esther stands up immediately. What should Esther say?

1. "I hope you find the right person for the job."
2. "Can you tell me if I'm still being considered for the job?"
3. "I think I would really enjoy working here."
4. "When can I call you regarding your decision?"

31.

Jerry smokes moderately. During the interview Jerry would like a cigarette because he thinks it would help him calm his nerves. The interviewer has smoked one cigarette and there is an ash tray between Jerry and the interviewer. The interviewer offers Jerry a cigarette. What should Jerry do or say?

1. take it and say, "Thanks, I needed that."
2. not take it and, "No, thank you."
3. not take it and say, "Thank you, I'll wait and have one later."
4. say, "thank you for offering but I'll have one of my own."

Bridget is applying for a job as an insurance underwriter trainee at the Happy Health Insurance Company. She filled out the application blank. Now they want her to take an interest test and a personality test. If she really wants to get the job, how should Bridget respond to the questions on these tests?

1. try to answer the questions as honestly as possible.
2. try to think of the kinds of interests and type of personality an underwriter typically would have, and answer in this manner.
3. try to answer the questions like "Ms. Silent Majority" or "Ms. Average America" should.
4. refuse to take the tests because these types of tests have nothing to do with her ability to perform the job.

33.

Sarah realizes that the interviewer is ending the interview. It seems that things have gone well. She thinks that she may be offered the job. The interviewer says that she will call Sarah the next day to let her know. No mention has been made of salary or fringe benefits. What should Sarah do?

1. say, "Excuse me but one thing I forgot to find out was what the salary would be."
2. not ask, it may leave a bad impression. She can assume fringes and salary will be normal for this line of work or the interviewer would have mentioned them.
3. not ask, it may leave a bad impression. She can ask the receptionist, "I forgot to find out about the salary range and fringe benefits, can you tell me anything about it?"
4. not bring it up now, but if the interviewer calls to tell her she has the job she should ask then about salary and fringe benefits before she accepts.

34.

Rachel has been through an extensive job search and a long series of interviews. She has been given four firm job offers. After much consideration she decides to accept the offer from Paradise Company. She is not quite sure what to do about the other three offers. What do you think Rachel should do?

1. call each of the others, thank them for their offer and tell them of her decision.
2. do nothing. She's a beginning worker and in a tight job market. They have many other candidates they can offer the job to.
3. write each of the other companies, thank them and tell them of her decision.

Job Keeping

35.

Jim works at Ace Assembly in a work team of 20 people. A large order has come in from a big manufacturer. Everyone is getting pretty tense about meeting the deadline for delivery three hours from now. Jim notices he is so tense that he keeps making careless mistakes. What should Jim do?

1. take a break and try to calm down.
2. tell the others he's jumpy and suggest that maybe they'd be better off without his help.
3. slow down his pace so he makes fewer mistakes.
4. ask the boss if he can't change jobs with someone else.

36.

Jane is new on the job. Her foreman has just shown her how he wants the job done. She can't keep up. An hour later one of her co-workers shows her an easier way of doing her job. He says that this is the way they all do it. What should Jane do?

1. thank him. Tell him she'll do it that way as soon as the boss stops watching her.
2. do it the way her co-workers do it. If the boss says anything she can tell him she couldn't keep up the other way.
3. do it the way her co-workers do except when the boss is around.
4. tell her co-worker, "Thanks, but I'll just keep doing it the boss's way. There must be a good reason for doing it his way."
5. ask the boss if it is all right to do it the way the others do.

37.

Bill's new on the job. His mother is of Polish descent. At break one of the guys, Joe Bonomo, starts telling "polish jokes." Bill doesn't like it. What should Bill do or say?

1. not say anything. After he gains acceptance he can make his feelings known.
2. tell Joe, "I'd think that was funny if I wasn't Polish."
3. tell a joke about Italians because Joe is a probably Italian.
4. get up and walk away.

38.

On Friday, Mary was told in confidence by the personnel director of her company that she was selected to fill a job she had applied for. The new job involved a transfer to the district office in a community fifty miles away. Mary and her husband celebrated the promotion and began looking at apartments midway between the two communities. They called Mary's parents and spread the good news. A week later, the personnel director caught Mary in the hall and told her the promotion was off. The district manager had changed his mind and decided to promote someone within his own office. Mary was understandably very hurt. What should Mary do?

1. tell the personnel director how hurt she really is.
2. say nothing but begin looking for a new job.
3. write a letter to the district manager stating her feelings about the unfair treatment she believes she has received.
4. take the day off.
5. say nothing to the personnel director or district manager but let her "hair down" with her co-workers.

39.

All the office staff at Etna take a little extra time at breaks and lunch hour. A fair amount of socializing also goes on. Chris is certain she is no worse than any of the others. She has just been reprimanded by her immediate supervisor. What should Chris do?

1. assume she's being the scapegoat and go on behaving as before knowing that she can't be fired because it would be discriminatory.
2. cool it for awhile
3. inform her co-workers of her supervisor's remarks and organize an informal boycott.
4. ask to be transferred.
5. explain to her supervisor that she thinks he has been unfair because her behavior is standard for the company.

40.

It is the busiest time of the year at the plant where Joe works. Joe's company has a policy of granting personal leave for deaths in the family but not for friends or associates. One of Joe's very close friends has suddenly died. Joe thinks that he has to attend the funeral. Joe considers the following options:

1. call in sick, he hasn't used any sick leave in two years.
2. call in and say that there has been a death in the family and he is taking off for the funeral.
3. call the boss, explain how he feels, and request the time off.

4. go in to work to see how things are. If things are going well ask for time off for the funeral. If not, stay at work.

- a. Which would most likely cause the least problems for Joe's boss? _____
- b. What should Joe do? _____

41.

When Sue was hired as a bookkeeper she was told that straightening out the books would require a lot of effort but that if she did it she would get a raise. She did it, but the company is not currently in good financial condition. Sue has not received a raise nor has her boss mentioned anything about it. What should Sue do or say?

1. begin dropping hints like coming to work dressed in raggedy old clothes and telling people if asked about her dress "I can't afford better clothes."
2. do nothing--the company's temporary financial condition is enough explanation. When things are better she should ask for a raise if she doesn't automatically get it.
3. confront her boss directly with his promise and ask for the raise.
4. begin looking for another job.
5. stop working so hard.

42.

Jim, a new employee, is assigned to share an office with Art, a veteran employee. Art has the habit of listening to the radio while he works which Jim finds very distracting. What should Jim do?

1. ask the supervisor if he could share an office with someone else.
2. grin and bear it.
3. ask Art if he'd mind turning the radio off when Jim's in the office.
4. turn it off and tell Art he can't concentrate on his work when it's playing.

43.

Bob works at the Acme Assembly Plant. He's new there. He's been invited to join several of his co-workers who stop at Nick's Bar & Grill after work. It is their practice to take turns at buying rounds of beer. Bob has diabetes and can't drink beer. He has to drink diet pop and he'll have to skip half of the rounds. What should Bob do?

1. take his turn at buying a round even though he doesn't drink beer.
2. insist on paying for his own pop and not get into the rounds.
3. avoid the issue by not stopping at Nick's.
4. let the others buy the rounds.

44.

Zeko is new at the plant. He's worked there two weeks. His co-workers led by Al are constantly needling him and playing "dirty tricks" on him, like hiding his lunch bucket, his coat and things like that. He's had it. What should Zeke do?

1. report Al and his friends to the foremen and the union steward.
2. grin and bear it. It's probably customary treatment of a new worker.
3. smack Al in the mouth the next time he says or does something.
4. retaliate with some tricks of his own on Al.

45.

Bud has been working at Badger Insurance Company as an account trainee for three months. They are a conservative company. While driving to work one morning, Bud notices that he forgot to shave. What should Bud do?

1. stop off at a drugstore and pick up a razor even if he's late.
2. tell people that he uses an electric razor and the power went out at his house.
3. if someone comments, suggest he's growing a beard.
4. just tell people he forgot to shave.

46.

Several people in the office are fed up with the bossy attitude of the new supervisor. Mel agrees with these people that the supervisor has a rotten way of treating people, but Mel is not particularly upset about it. Mel's co-workers ask him to sign a petition requesting that the supervisor's behavior be reviewed by the office manager. What should Mel do?

1. sign the petition.
2. refuse to sign the petition.
3. stall. Tell the other workers he wants to think about it.
4. volunteer to talk to the supervisor for the other workers.
5. try to talk the others out of the petition.

47.

Tim works in a small machine shop. Each of the three employees performs different tasks. Tim's boss is very busy and rarely available to give Tim clear direction on how he should do his job. As a result, Tim is never sure whether his work is satisfactory or not. What should Tim do?

1. assume he's doing all right. Otherwise his boss would tell him to improve.

2. ask his boss if they could sit down sometime and review his performance.

3. write any questions he has on a slip of paper and leave these on his boss's desk for response.

4. begin to take his work into the boss for approval.

48.

Like most of the other secretaries in her office, Debbie doesn't like her boss. Her boss is having a Tupperware party and has invited the secretaries to attend. Most of the secretaries do not want to attend. At lunch that day, the other secretaries ask Debbie's opinion on what they should do. What should Debbie suggest?

1. they go unless they want to make things worse for themselves around the office.
2. they go. Even if she's a pain in the neck, her boss does have feelings, too.
3. each follow her own conscience about going.
4. they not go or they'd be hypocrites.

49.

The owner of the food store which Robert manages is an alcoholic. As a result, Robert has been taking on more of the day-to-day responsibilities of running the store. At a Chamber of Commerce luncheon, an executive at a larger chain store for whom Robert would like to work asks Robert if his boss is still drinking heavily. How should Robert respond?

1. "Yes, he's drinking quite a bit and I've had to take over most of the responsibilities of running the store."
2. "I really can't say. Mr. Larson (the owner) has decided to be less involved in the daily operation of the store. As a result I've had little contact with him."
3. "I wouldn't want to say anything one way or the other. If he is, the business hasn't suffered any."
4. "Please don't repeat this, but his drinking has become a problem. He's such a nice man though and I've been able to cover for him pretty well."
5. "This is the first I've heard of a drinking problem. You've probably just heard a rumor started by someone who doesn't like him."

50.

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls alot.
2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.
3. Carl does his best work when the boss is around. He goes out of his way to "polish the boss's apple." He gets along alright with most of the other workers but some people think he has a big mouth.
4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

- a. Assume all the men above had equal longevity and there was a down turn in the business's cycle. Who do you think would be laid off first: _____ second: _____ third: _____ fourth: _____
- b. Assume business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend first: _____ second: _____ third: _____ fourth: _____

51.

Susan works in a small upholstery shop. Her employer handles all the orders. The business has been growing. The employer has been continuing to promise customers that orders will be ready in a few weeks despite increased work. Susan is working as hard as she can to keep up but she is getting worn out from the pressure. What should Susan do?

1. begin looking for another job. Her boss is taking advantage of her.
2. slow down to a normal pace. If the orders aren't ready, the employer will learn to set longer time limits.
3. tell her boss that she can't keep up with the pace.
4. continue to work hard. If the business continues to do well, she can ask for a raise or an assistant.

52.

Jack knows his boss is a terrible speller. Jack's boss gives him a letter to type and tells Jack that he should get it out as quickly as possible. Jack notices that the spelling on several of the words doesn't seem quite right. What should Jack do?

1. look up these words in the dictionary even if it takes longer.

2. just do as he's told and type the letter as it's written.
3. take the letter into his boss and ask him if the spelling of the words in question is correct.
4. type the letter as quickly as possible and change those errors he's sure of.

53.

Mary works as a bookkeeper in a busy health clinic. Her supervisor tells her that the regulations regarding insurance billings have been changed and she explains how Mary should follow the new regulations on future statements. As Mary reviews the regulations, she realizes she is still confused over several of the changes. Because Mary's supervisor is already irritable concerning the changes which must be made, what should Mary do?

1. continue to review the regulations and try to recall her supervisor's explanation of the necessary changes.
2. tell her supervisor she is confused and ask her supervisor to repeat the instruction so she won't make any mistakes.
3. make a list of questions and bring these to the supervisor after she reviews the regulations.
4. do the job as best she can and not bother her supervisor.

54.

Judy has been employed for about six months at Helpful Finance Corporation. She knows she's polite to customers, she does her best. Her co-workers tell her how good she is compared to the person she replaced. She thinks she has been nice to, and respectful of, her boss. However, he criticizes her every little mistake and not those of other workers. She thinks he watches her every move. She thinks he is being unfair. What should Judy do?

1. ask for a meeting with her boss and tell him her feelings.
2. begin looking for another job. Six months on the job is a long enough time for him to realize her ability.
3. go on being polite to customers and doing her job well, but give her boss a taste of his own medicine.
4. go out of her way to be polite and nice to her boss.

55.

Dennis works for the library's book-mobile. The library has a rule that no one is to check out a book on someone else's card. Dennis overhears a woman volunteer to check out a book for a young boy she knows who has forgotten his card. What should Dennis do?

1. refuse to check out the book and tell the woman of the library's rules.
2. mention the rule to the woman, but tell her he'll make an exception this once.
3. check out the book and pretend he didn't hear the conversation.
4. offer to hold the book while the boy goes home to get his card.

56.

Joe is one of the lead mechanics at a new car dealership. He likes his work but not his job. There is a lot of turnover in the service department. Other mechanics and service people agree that the service department is poorly run and the service manager is at fault. It appears to all that the owner (& general manager) thinks very highly of the service manager. Joe's work is beginning to suffer. What should Joe do?

1. talk to the owner even though he doesn't think the owner will do anything about it.
2. try to get all the workers in the service department to sign a petition which outlines their grievances and send this to the owner.
3. begin looking for another job before he does anything which might affect the references he would get from the owner and service manager.
4. make a list of suggestions and take them to the service manager to discuss with him.

57.

Terry is a receptionist for a personnel director at a manufacturing plant. Terry must leave promptly at 5:00 p.m. each evening in order to pick up her child at the baby sitter's. At 5:00 one evening, the personnel director is still in a meeting with an important company executive. Another person is still waiting in the reception area for his appointment with the personnel director. What should Terry do?

1. leave at 5:00. She has a responsibility to her sitter. She can ask the person waiting to go on in when the executive leaves.
2. interrupt the meeting and explain that she must leave and tell the personnel director that someone is waiting to see him.

3. suggest that the person waiting return in the morning since it is closing time.

4. call her sitter to tell her she'll be late and wait 20 minutes longer before leaving.

58.

The President of Ace Tool & Die was scheduled to take a plant tour beginning at 8:00 in the morning. Jake's supervisor was very concerned that everything should go smoothly during the tour. He wanted everyone to come in a little early to prepare for the tour. Jake either forgot to set his alarm clock or slept right through it. He woke up 45 minutes later than usual. There is no way he can make it on time. He considers doing each of the following:

1. call in, say that he's at a filling station with car trouble, and that he will get there just as soon as he can.
 2. call in sick, his presence isn't crucial to the running of the plant.
 3. get to work as fast as he can and tell the boss when he gets there that his delay was unavoidable.
 4. call in, tell the truth, and say that he will get there as soon as possible.
- a. If you were Jake's boss which excuse or alternative would upset you the least?

- b. What should Jake do? _____

59.

Pete has been employed at Basic Industries for six months as an inventory clerk. He's mastered his job and finds it boring. He works alone and has a lot of time when he's not busy. What should Pete do about his situation?

1. try to figure out a better, more effective way of doing his job.
2. ask his boss for a different job.
3. do his job quickly and use the time when he's not busy to study for other more interesting work.
4. finish his work and ask the boss for other things to do.

60.

Joanne was given a long list of names and addresses by her boss. Joanne was asked to send an advertising brochure to each person on the list and mail the brochures on her way home from work. Upon arriving home that night she realizes she left the completed letters on her desk. Joanne has a date she has to prepare for. What should Joanne do?

1. return to the office and get the letters.
2. go in early the next day and mail the letters. They probably would get to the recipients just as quickly.
3. call her employer and ask him if she can mail them the next day.
4. say nothing and mail them on the way home the next day.

61.

Phil has been working at ACE Tire Company as a salesman for two years. Six months ago, a new store manager was hired to replace Phil's boss. The new manager has an abrupt manner and frequently puts Phil down in front of the other workers. As a result, Phil dreads coming in to work each morning and has begun to drink quite a bit at home. What should Phil do?

1. quit. No job is worth being degraded and hurting your family life.
2. begin looking for a new job, but stay at ACE Tire until he finds one.
3. talk to the manager and let him know his comments are upsetting.
4. try to avoid contact with the manager as much as possible.

62.

Jerry is a new worker at Etna. He shares an office with Will. Will plays a radio all the time. What is worse he has it tuned to Country and Western music which Jerry can't stand. Jerry likes classical music. Jerry has asked Will if he will turn the radio off when Jerry is in the office. Will says no, that rank and seniority has its privileges. What should Jerry do?

1. complain to the supervisor and ask to be moved to a different office.
2. bring in his own radio and play classical music.
3. put up with it until he is established and then ask to be moved.
4. loosen a tube in Will's radio when he's out of the office.
5. tell Will he is going to complain to the supervisor if Will keeps playing his radio.

63.

Sam normally is a "dude" - a fashion plate. However, Sam dressed in a conservative suit and tie during his job interview. He was hired. Once on the job, he found out the company has a very conservative attitude on appearance. What should Sam do?

1. go ahead and dress in his own distinctive style making sure he's neat and clean.
2. follow the company line, it's the best way to get ahead.
3. start looking for another job. If the dress code is too conservative, the company probably is.
4. follow the company line in principle but gradually find room for individuality.

64.

Beatrice has been working at Acme for 3 months. She enjoys her work and tries to work hard. Jane, one of her co-workers, doesn't. Jane is constantly coming around to tell Beatrice stories about her personal life, dates and so on. Beatrice wants to get along with her co-workers and doesn't want to hurt Jane's feelings. What should Beatrice do or say?

1. pick up the phone when Jane comes around and pretend to be making a business call.
2. pick up papers she is working on and tell Jane she has to get this done in the next hour.
3. ask Jane if they can't talk over personal matters at lunch sometime, or after work.
4. put a do not disturb sign on her desk.

65.

Emily's supervisor is responsible for preparing an annual evaluation of all his employees. Her ratings from him were considerably lower than she felt she deserved. As a result, her salary increase will be less than she thought it would be. What should Emily do?

1. begin looking for a job somewhere else where her abilities will be appreciated.
2. talk it over with her supervisor and explain her point of view.
3. discuss it with her supervisor's boss.
4. work harder next time.

66.

Andy works for a large automotive repair dealership. The shop supervisor distributes a list of instructions for the repair workers to follow on the 5,000 mile check up. Andy figures that if he follows these directions the job will take him twice as long as it does now. What should Andy do?

1. follow his old procedures. He's never had any customer complaints and he can do more cars in less time.
2. follow the new procedure if that's what the boss wants.
3. ask the supervisor to observe his way of doing it.
4. write out his way of doing it and ask the boss if this is an acceptable procedure.

67.

Jim works as a department head in a large insurance company. Jim has always been an easy going supervisor and has not been strict regarding the length of lunch hours or breaks. As a result, Jim's employees have liked working for him and are willing to put in overtime when necessary without pay. The manager in Jim's firm, however, tells him that the company is tightening up its policies concerning lunch hours and break times. What should Jim do?

1. tell the manager that his department will not follow the policy.
2. inform his staff of the tighter company policy and suggest that it will probably be to their benefit to follow it.
3. explain the policy to the staff but suggest that if they are careful they can probably avoid trouble with the company.
4. tell the staff that he does not agree with the policy and will back them up if one of them should get in trouble.

68.

Joan and Bill work together in a small television repair shop. Bill is a very slow worker and frequently Joan has to help him so that he can complete the repairs on time. Bill has never mentioned Joan's helpfulness to the boss who has assumed Bill has been doing all the work himself. What should Joan do?

1. tell the boss she's been doing some of Bill's work. She might even get a raise.
2. stop doing Bill's work and just do what she's paid to do.
3. suggest to Bill that he tell the boss he's been given too much work to do.

4. continue helping Bill. It's not his fault he's slow.

5. suggest to the boss that they get paid on the basis of jobs completed instead of a flat hourly rate.

69.

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls alot.

2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.

3. Carl does his best work when the boss is around. He goes out of his way to "polish the boss's apple." He gets along alright with most of the older workers but some people think he has a big mouth.

4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

- a. Assume all the men above had equal longevity and there was a down turn in the business cycle. Who do you think would be laid off first: _____ second: _____ third: _____ fourth: _____

- b. Assume business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend first: _____ second: _____ third: _____ fourth: _____

Research Edition

Employability Inventory

EI

Please complete the following before filling out the Employability Inventory.

1. Age _____ 2. Sex _____
3. Please provide the following information on your past education and job training
 - A. Title of the Voc-Tech training program you completed _____
 - B. Title of the job for which you were trained _____
 - C. Student status: _____ full time _____ part time
4. Please provide information on your current employment status
 - A. If you are currently employed please circle all of the following that apply to you:
 1. Employed full time
 2. Employed part time
 3. Employment related to training
 4. Employment unrelated to training
 5. Seeking other employment related to training
 6. Seeking other employment unrelated to training
 - B. Job title of current job _____
 - C. When did you obtain your current job? (Circle appropriate number)
 1. Before Voc-Tech training
 2. During Voc-Tech training
 3. After Voc-Tech training
 - D. If you are unemployed please circle the appropriate number:
 1. Unemployed and currently not seeking employment
 2. Unemployed and currently seeking any kind of employment
 3. Unemployed but seeking only employment related to training

The Employability Inventory has been designed and constructed to survey attitudes and competencies regarding the personal and social skills important in acquiring and maintaining paid employment. It is not a personality inventory, an interest inventory, an aptitude test or an achievement test.

This inventory consists of a number of situations related to job getting, job keeping or job advancement. You are asked to make judgments about the people described in these situations. The situations include those which involve attitudes and feelings as well as those which call for some knowledge about procedures appropriate in job getting and keeping.

Once this inventory is standardized the information obtained will be useful to test takers in helping them learn effective job getting and keeping skills.

DIRECTIONS

In each item that follows you are given a brief description of a person in a situation related to job getting or job keeping. Following the description are four or five statements about the situation. These statements are usually alternative courses of action that the person in the situation could take. You are asked to select one of these alternatives as being most effective for that person in that situation.

Some of the items have factually correct answers. Others do not. Some involve only opinions and some have equally correct or "right" answers. Your task is not to try to give or guess the right answer but rather to give that answer or course of action you think would be most effective for that person in that situation in getting a job, keeping a job or avoiding trouble on the job. Base your answers only on the information supplied in the situations provided.

Mark your answers by circling the alternative you think would be most effective. Only circle one alternative and please complete each item. You may be able to think up better alternatives than those given. Nevertheless, select the one alternative among those given that you think is best. There is no time limit.

Job Getting

1.

There has been a down turn in the business cycle. Judy has just completed training in computer science. What is the quickest way for Judy to try to find a job in her field?

1. personally contact employers who hire people for the job Judy wants.
2. call friends and relatives and see if they know of any openings.
3. check the want ads.
4. register with the school placement office and Job Service.

2.

Anne returned to school after her husband died. She has completed her training in retail marketing. She has had no paid employment experience but has been involved in community volunteer work. In writing her resume what should she include under experience?

1. Make up experiences which she could say she held before marriage. (They're too far back in time for the employer to check out).
2. list no work experience and focus on academic accomplishments.
3. list her community work just as it is usually known, e.g., Girl Scout leader.
4. talk about her volunteer experiences in the language of the job market (instead of Girl Scout leader, say "community youth coordinator").

3.

Geraldine just completed training for work as a data processor. She is anxious to obtain employment but wants to check out as many companies as possible. She decides to send out letters of inquiry. In putting together a list of employers, what or whom should she consult?

1. the state Job Service.
2. the reference librarian at the public library.
3. the want ads in the Sunday edition of the local newspaper.
4. the yellow pages of the local telephone directory.

4.

Jim has an interview for a mechanic's job at Joe's garage. How should he dress for the interview?

1. wear his Sunday best.

2. wear work clothes that show he's not afraid of a little grease and grime.

3. find out what other applicants have worn and wear the same.

4. wear work clothes that are neat and clean.

5.

George is completing a letter of application to the Atlantis Corporation. He really wants to be considered further for the job. He is not quite sure how to conclude his letter. What should he write as a complimentary closing?

1. "Thank you for any consideration you give my application."
2. "I know you will not regret considering me further."
3. "Thanking you in anticipation of further consideration."
4. "I know I will be able to serve you and your company well."

6.

Jane has a job interview at 10:00 A.M. across town. It generally takes Jane about 30 minutes to travel the distance between her home and the place where the interview will be conducted. What time should Jane leave her house?

1. 8:45
2. 9:00
3. 9:15
4. 9:30

7.

May has just graduated and has job interviews lined up each day of the week. Monday, on the morning of her first job interview, May wakes up with a head cold. Her interview is at 8:30 A.M. It takes 45 minutes to get there and the company is open for business at 8:00. What should May do?

1. go back to bed. Her health is more important than the interview. She has the others to fall back on.
2. call the employer's secretary at 8:00. Explain her illness and ask the secretary to try to arrange another appointment at a later date.
3. stay up till 8:30 to call the employer directly and ask to arrange another time.
4. go to the interview.

8.

Pete is filling out an application blank for a position at Acme Building. He has never worked in the building trades before. The blank asks, "list three references." Pete has a "personal data sheet" which he put together to help him during the application process. On it he has nine people listed as possible references: three former employers, two prominent businessmen who know him, three teachers and the pastor of his church. All will give him good references. Which three should Pete list?

1. his three former employers. Even though the work was not related they can attest to his work attitudes and behavior.
2. his last employer, one teacher and the pastor. The last employer can tell about his work record. The teacher can tell about the skills he has learned and the pastor can attest to his character.
3. the three teachers. They can best attest to his training for the job.
4. the two businessmen and his last employer. The owner might know either of the businessmen and this could work to his benefit. The former employer can attest to his work record.

9.

Jane is applying for a stenographic position at a new law office. The receptionist has just taken her in to interview with Jack Brown, the attorney who would be her boss. The receptionist has not introduced her. What should Jane do?

1. offer to shake hands and say, "I'm Jane Doe. I'm applying for the stenographic position."
2. wait, and take her cue from him. He may already know her name and he may not want to shake hands.
3. sit down quietly and let him take the lead.
4. remain standing and say, "I'm Jane Doe. I'm here about the stenographic position" and wait for him to offer to shake hands.

10.

In the middle of his interview the interviewer suddenly asks John if he has a police record. Five years earlier John, as a juvenile, was charged with breaking and entering. The interviewer appears to be anxious about John's response. What should John say?

1. "No! My record is clean."
2. "No, outside of one minor incident back in my early teens."
3. "Yes, I do. I was picked up for breaking and entering when I was fourteen."

4. "Legally you're really not supposed to ask that question."

11.

Joan is interviewing for a position in the accounting department at the Lion Company. After telling Joan some general things about the company and the job duties, the interviewer asks Joan if there is anything she would like to ask. Joan would like to know about pay, fringes, security, promotion policies and so on. To create the best impression what should Joan ask about first?

1. salary.
2. fringe benefits.
3. job security.
4. opportunities for advancement.

12.

Joe is interviewing for a job as a maintenance mechanic at Bill's Supply Company. During the interview he is asked why he would like to work for this company. How should Joe respond if he wants to make a good impression?

1. "It's close to home and I'd like to remain in this area."
2. "I've heard that there is excellent job security here and I'm interested in staying in one place."
3. "I know the wages are good and that is important to me."
4. "I know this company is a leader in the mechanic tool supply business."

13.

Jack has worked for Acme Corporation for five years as a sales representative. He has improved his position each year. A new sales manager has been hired. He and Jack don't get along. Jack is now interviewing with a new company for a similar position. The interviewer asks Jack why he is considering leaving Acme. What should Jack tell him?

1. "To be frank, Acme has hired a new sales manager. With him in control I don't think I can continue to progress at the rate I have in the past."
2. "While I have made progress at Acme, I'm interested in finding a company where I can advance at a faster pace if my work warrants it."
3. "For me to represent a company I have to be enthused about that company. That is no longer true for me at Acme."
4. "I think that I need a change. I have worked at Acme for five years and would prefer trying my hand in a new company with new lines."

14.

Bridget is applying for a job as an insurance underwriter trainee at the Happy Health Insurance Company. She filled out the application blank. Now they want her to take an interest test and a personality test. If she really wants to get the job, how should Bridget respond to the questions on these tests?

1. try to answer the questions as honestly as possible.
2. try to think of the kinds of interests and type of personality an underwriter typically would have, and answer in this manner.
3. try to answer the questions like "Ms. Silent Majority" or "Ms. Average America" should.
4. refuse to take the tests because these types of tests have nothing to do with her ability to perform the job.

15.

Sarah realizes that the interviewer is ending the interview. It seems that things have gone well. She thinks that she may be offered the job. The interviewer says that she will call Sarah the next day to let her know. No mention has been made of salary or fringe benefits. What should Sarah do?

1. say, "Excuse me but one thing I forgot to find out was what the salary would be."
2. not ask, it may leave a bad impression. She can assume fringes and salary will be normal for this line of work or the interviewer would have mentioned them.
3. not ask, it may leave a bad impression. She can ask the receptionist, "I forgot to find out about the salary range and fringe benefits, can you tell me anything about it?"
4. not bring it up now, but if the interviewer calls to tell her she has the job she should ask then about salary and fringe benefits before she accepts.

16.

Rachel has been through an extensive job search and a long series of interviews. She has been given four firm job offers. After much consideration she decides to accept the offer from Paradise Company. She is not quite sure what to do about the other three offers. What do you think Rachel should do?

1. call each of the others, thank them for their offer and tell them of her decision.
2. do nothing. She's a beginning worker and in a tight job market. They have many other candidates they can offer the job to.
3. write each of the other companies, thank them and tell them of her decision.

4. first call each of the other three companies and then write them as well.

17.

- a. Pat is applying for a job as a Management trainee at the personnel department of ACE Tool & Die. Pat has determined that he possesses the positive selling points listed below. Check Pat's four best selling points. (use an X)

- ☐ Training in the area Vocational School
- ☐ Average grades in school
- ☐ Good attendance record in school
- ☐ Class Secretary
- ☐ Previous volunteer work in hospital
- ☐ Member of Junior Achievement in high school
- ☐ Good reference from previous employer
- ☐ Careful and cautious in following instructions
- ☐ Neat and orderly
- ☐ Neat appearance
- ☐ Good conversationalist
- ☐ Respectful of authority
- ☐ Pleasant disposition

- b. Mark Pat's four best selling points if he were applying for a job as a welder. (use an O)

Job Keeping

18.

Jim works at Ace Assembly in a work team of 20 people. A large order has come in from a big manufacturer. Everyone is getting pretty tense about meeting the deadline for delivery three hours from now. Jim notices he is so tense that he keeps making careless mistakes. What should Jim do?

1. take a break and try to calm down.
2. tell the others he's jumpy and suggest that maybe they'd be better off without his help.
3. slow down his pace so he makes fewer mistakes.
4. ask the boss if he can't change jobs with someone else.

19.

Jim, a new employee, is assigned to share an office with Art, a veteran employee. Art has the habit of listening to the radio while he works which Jim finds very distracting. What should Jim do?

1. ask the supervisor if he could share an office with someone else.
2. grin and bear it.
3. ask Art if he'd mind turning the radio off when Jim's in the office.
4. turn it off and tell Art he can't concentrate on his work when it's playing.

20.

Bob works at the Acme Assembly Plant. He's new there. He's been invited to join several of his co-workers who stop at Nick's Bar & Grill after work. It is their practice to take turns at buying rounds of beer. Bob has diabetes and can't drink beer. He has to drink diet pop and he'll have to skip half of the rounds. What should Bob do?

1. take his turn at buying a round even though he doesn't drink beer.
2. insist on paying for his own pop and not get into the rounds.
3. avoid the issue by not stopping at Nick's.
4. let the others buy the rounds.

21.

Zeke is new at the plant. He's worked there two weeks. His co-workers led by Al are constantly needling him and playing "dirty tricks" on him, like hiding his lunch bucket, his coat and things like that. He's had it. What should Zeke do?

1. report Al and his friends to the foremen and the union steward.
2. grin and bear it. It's probably customary treatment of a new worker.
3. smack Al in the mouth the next time he says or does something.
4. retaliate with some tricks of his own on Al.

22.

Bud has been working at Badger Insurance Company as an account trainee for three months. They are a conservative company. While driving to work one morning, Bud notices that he forgot to shave. What should Bud do?

1. stop off at a drugstore and pick up a razor even if he's late.
2. tell people that he uses an electric razor and the power went out at his house.

3. if someone comments, suggest he's growing a beard.

4. just tell people he forgot to shave.

23.

Several people in the office are fed up with the bossy attitude of the new supervisor. Mel agrees with these people that the supervisor has a rotten way of treating people, but Mel is not particularly upset about it. Mel's co-workers ask him to sign a petition requesting that the supervisor's behavior be reviewed by the office manager. What should Mel do?

1. sign the petition.
2. refuse to sign the petition.
3. stall. Tell the other workers he wants to think about it.
4. volunteer to talk to the supervisor for the other workers.
5. try to talk the others out of the petition.

24.

Tim works in a small machine shop. Each of the three employees performs different tasks. Tim's boss is very busy and rarely available to give Tim clear direction on how he should do his job. As a result, Tim is never sure whether his work is satisfactory or not. What should Tim do?

1. assume he's doing all right. Otherwise his boss would tell him to improve.
2. ask his boss if they could sit down sometime and review his performance.
3. write any questions he has on a slip of paper and leave these on his boss's desk for response.
4. begin to take his work into the boss for approval.

25.

Like most of the other secretaries in her office, Debbie doesn't like her boss. Her boss is having a Tupperware party and has invited the secretaries to attend. Most of the secretaries do not want to attend. At lunch that day, the other secretaries ask Debbie's opinion on what they should do. What should Debbie suggest?

1. they go unless they want to make things worse for themselves around the office.
2. they go. Even if she's a pain in the neck, her boss does have feeling too.
3. each follow her own conscience about going.
4. they not go or they'd be hypocrites.

26.

Judy has been employed for about six months at Helpful Finance Corporation. She knows she's polite to customers, she does her best. Her co-workers tell her how good she is compared to the person she replaced. She thinks she has been nice to, and respectful of, her boss. However, he criticizes her every little mistake and not those of other workers. She thinks he watches her every move. She thinks he is being unfair. What should Judy do?

1. ask for a meeting with her boss and tell him her feelings.
2. begin looking for another job. Six months on the job is a long enough time for him to realize her ability.
3. go on being polite to customers and doing her job well, but give her boss a taste of his own medicine.
4. go out of her way to be polite and nice to her boss.

27.

Dennis works for the library's book-mobile. The library has a rule that no one is to check out a book on someone else's card. Dennis overhears a woman volunteer to check out a book for a young boy she knows who has forgotten his card. What should Dennis do?

1. refuse to check out the book and tell the woman of the library's rules.
2. mention the rule to the woman, but tell her he'll make an exception this once.
3. check out the book and pretend he didn't hear the conversation.
4. offer to hold the book while the boy goes home to get his card.

28.

Joe is one of the lead mechanics at a new car dealership. He likes his work but not his job. There is a lot of turnover in the service department. Other mechanics and service people agree that the service department is poorly run and the service manager is at fault. It appears to all that the owner (& general manager) thinks very highly of the service manager. Joe's work is beginning to suffer. What should Joe do?

1. talk to the owner even though he doesn't think the owner will do anything about it.
2. try to get all the workers in the service department to sign a petition which outlines their grievances and send this to the owner.
3. begin looking for another job before he does anything which might affect the references he would get from the owner and service manager.

4. make a list of suggestions and take them to the service manager to discuss with him.

29.

Terry is a receptionist for a personnel director at a manufacturing plant. Terry must leave promptly at 5:00 p.m. each evening in order to pick up her child at the baby sitter's. At 5:00 one evening, the personnel director is still in a meeting with an important company executive. Another person is still waiting in the reception area for his appointment with the personnel director. What should Terry do?

1. leave at 5:00. She has a responsibility to her sitter. She can ask the person waiting to go on in when the executive leaves.
2. interrupt the meeting and explain that she must leave and tell the personnel director that someone is waiting to see him.
3. suggest that the person waiting return in the morning since it is closing time.
4. call her sitter to tell her she'll be late and wait 20 minutes longer before leaving.

30.

The President of Ace Tool & Die was scheduled to take a plant tour beginning at 8:00 in the morning. Jake's supervisor was very concerned that everything should go smoothly during the tour. He wanted everyone to come in a little early to prepare for the tour. Jake either forgot to set his alarm clock or slept right through it. He woke up 45 minutes later than usual. There is no way he can make it on time. He considers doing each of the following:

1. call in, say that he's at a filling station with car trouble, and that he will get there just as soon as he can.
 2. call in sick, his presence isn't crucial to the running of the plant.
 3. get to work as fast as he can and tell the boss when he gets there that his delay was unavoidable.
 4. call in, tell the truth, and say that he will get there as soon as possible.
- a. If you were Jake's boss which excuse or alternative would upset you the least?
- b. What should Jake do? _____

31.

Emily's supervisor is responsible for preparing an annual evaluation of all his employees. Her ratings from him were considerably lower than she felt she deserved. As a result, her salary increase will be less than she thought it would be. What should Emily do?

1. begin looking for a job somewhere else where her abilities will be appreciated.
2. talk it over with her supervisor and explain her point of view.
3. discuss it with her supervisor's boss.
4. work harder next time.

32.

Andy works for a large automotive repair dealership. The shop supervisor distributes a list of instructions for the repair workers to follow on the 5,000 mile check up. Andy figures that if he follows these directions, the job will take him twice as long as it does now. What should Andy do?

1. follow his old procedures. He's never had any customer complaints and he can do more cars in less time.
2. follow the new procedure if that's what the boss wants.
3. ask the supervisor to observe his way of doing it.
4. write out his way of doing it and ask the boss if this is an acceptable procedure.

33.

Jim works as a department head in a large insurance company. Jim has always been an easy going supervisor and has not been strict regarding the length of lunch hours or breaks. As a result, Jim's employees have liked working for him and are willing to put in overtime when necessary without pay. The manager in Jim's firm, however, tells him that the company is tightening up its policies concerning lunch hours and break times. What should Jim do?

1. tell the manager that his department will not follow the policy.
2. inform his staff of the tighter company policy and suggest that it will probably be to their benefit to follow it.
3. explain the policy to the staff but suggest that if they are careful they can probably avoid trouble with the company.
4. tell the staff that he does not agree with the policy and will back them up if one of them should get in trouble.

34.

Joan and Bill work together in a small television repair shop. Bill is a very slow worker and frequently Joan has to help him so that he can complete the repairs on time. Bill has never mentioned Joan's helpfulness to the boss who has assumed Bill has been doing all the work himself. What should Joan do?

1. tell the boss she's been doing some of Bill's work. She might even get a raise.
2. stop doing Bill's work and just do what she's paid to do.
3. suggest to Bill that he tell the boss he's been given too much work to do.
4. continue helping Bill. It's not his fault he's slow.
5. suggest to the boss that they get paid on the basis of jobs completed instead of a flat hourly rate.

35.

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls alot.
2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.
3. Carl does his best work when the boss is around. He goes out of his way to "polish the boss's apple." He gets along alright with most of the older workers but some people think he has a big mouth.
4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

- a. Assume all the men above had equal longevity and there was a down turn in the business's cycle. Who do you think would be laid off first: _____ second: _____ third: _____ fourth: _____
- b. Assume business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend first: _____ second: _____ third: _____ fourth: _____

Research Edition

Employability Inventory



Please complete the following before filling out the Employability Inventory.

1. Age _____ 2. Sex _____
3. Please provide the following information on your past education and job training
 - A. Title of the Voc-Tech training program you completed _____
 - B. Title of the job for which you were trained _____
 - C. Student status: _____ full time _____ part time
4. Please provide information on your current employment status
 - A. If you are currently employed please circle all of the following that apply to you:

1. Employed full time	4. Employment unrelated to training
2. Employed part time	5. Seeking other employment related to training
3. Employment related to training	6. Seeking other employment unrelated to training
 - B. Job title of current job _____
 - C. When did you obtain your current job? (Circle appropriate number)

1. Before Voc-Tech training	3. After Voc-Tech training
2. During Voc-Tech training	
 - D. If you are unemployed please circle the appropriate number:

1. Unemployed and currently not seeking employment
2. Unemployed and currently seeking any kind of employment
3. Unemployed but seeking only employment related to training

WHAT IT IS ABOUT

The Employability Inventory has been designed and constructed to survey attitudes and competencies regarding the personal and social skills important in acquiring and maintaining paid employment. It is not a personality inventory, an interest inventory, an aptitude test or an achievement test.

This inventory consists of a number of situations related to job getting, job keeping or job advancement. You are asked to make judgments about the people described in these situations. The situations include those which involve attitudes and feelings as well as those which call for some knowledge about procedures appropriate in job getting and keeping.

Once this inventory is standardized the information obtained will be useful to test takers in helping them learn effective job getting and keeping skills.

DIRECTIONS

In each item that follows, you are given a brief description of a person in a situation related to job getting or job keeping. You are asked to write what you think the person in the situation should do--that is, what you think is the most effective course of action that person can take. Your task is not to try to give or guess the "right" answer, but rather to give the answer or course of action you think would be most effective for that person in that particular situation in getting a job, keeping a job or avoiding trouble on the job. Base your answers only on the information supplied in the situations provided.

Write your answer on the lines following the situation described. Try to keep your answers brief. There is no time limit.

Job Getting

1. There has been a down turn in the business cycle. Judy has just completed training in computer science. What is the quickest way for Judy to try to find a job in her field?

2. Anne returned to school after her husband died. She has completed her training in retail marketing. She has had no paid employment experience but has been involved in community volunteer work. In writing her resume what should she include under experience?

3. Geraldine just completed training for work as a data processor. She is anxious to obtain employment but wants to check out as many companies as possible. She decides to send out letters of inquiry. In putting together a list of employers, what or whom should she consult?

4. Jim has an interview for a mechanic's job at Joe's garage. How should he dress for the interview?

5. George is completing a letter of application to the Atlantis Corporation. He really wants to be considered further for the job. He is not quite sure how to conclude his letter. What should he write as a complimentary closing?

6. Jane has a job interview at 10:00 A.M. across town. It generally takes Jane about 30 minutes to travel the distance between her home and the place where the interview will be conducted. What time should Jane leave her house?

7. May has just graduated and has job interviews lined up each day of the week. Monday, on the morning of her first job interview, May wakes up with a head cold. Her interview is at 8:30 A.M. It takes 45 minutes to get there and the company is open for business at 8:00. What should May do?

8. Pete is filling out an application blank for a position at Acme Building. He has never worked in the building trades before. The blank asks, "list three references." Pete has a "personal data sheet" which he put together to help him during the application process. On it he has nine people listed as possible references: three former employers, two prominent businessmen who know him, three teachers and the pastor of his church. All will give him good references. Which three should Pete list?

9.

Jane is applying for a stenographic position at a new law office. The receptionist has just taken her in to interview with Jack Brown, the attorney who would be her boss. The receptionist has not introduced her. What should Jane do?

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11. Joan is interviewing for a position in the accounting department at the Lion Company. After telling Joan some general things about the company and the job duties, the interviewer asks Joan if there is anything she would like to ask. Joan would like to know about pay, fringes, security, promotion policies and so on. To create the best impression what should Joan ask about first?

12.

Joe is interviewing for a job as a maintenance mechanic at Bill's Supply Company. During the interview he is asked why he would like to work for this company. How should Joe respond if he wants to make a good impression?

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Jack has worked for Acme Corporation for five years as a sales representative. He has improved his position each year. A new sales manager has been hired. He and Jack don't get along. Jack is now interviewing with a new company for a similar position. The interviewer asks Jack why he is considering leaving Acme. What should Jack tell him?

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Bridget is applying for a job as an insurance underwriter trainee at the Happy Health Insurance Company. She filled out the application blank. Now they want her to take an interest test and a personality test. If she really wants to get the job, how should Bridget respond to the questions on these tests?

15.

Sarah realizes that the interviewer is ending the interview. It seems that things have gone well. She thinks that she may be offered the job. The interviewer says that she will call Sarah the next day to let her know. No mention has been made of salary or fringe benefits. What should Sarah do?

16.

Rachel has been through an extensive job search and a long series of interviews. She has been given four firm job offers. After much consideration she decides to accept the offer from Paradise Company. She is not quite sure what to do about the other three offers. What do you think Rachel should do?

17.

a. Pat is applying for a job as a Management trainee at the personnel department of ACE Tool & Die. Pat has determined that he possesses the positive selling points listed below. Check Pat's four best selling points. (use an X)

- ☐ Training in the area Vocational School
- ☐ Average grades in school
- ☐ Good attendance record in school
- ☐ Class Secretary
- ☐ Previous volunteer work in hospital
- ☐ Member of Junior Achievement in high school
- ☐ Good reference from previous employer
- ☐ Careful and cautious in following instructions
- ☐ Neat and orderly
- ☐ Neat appearance
- ☐ Good conversationalist
- ☐ Respectful of authority
- ☐ Pleasant disposition

b. Mark Pat's four best selling points if he were applying for a job as a welder. (Use an O)

Job Keeping

18.

Jim works at Ace Assembly in a work team of 20 people. A large order has come in from a big manufacturer. Everyone is getting pretty tense about meeting the deadline for delivery three hours from now. Jim notices he is so tense that he keeps making careless mistakes. What should Jim do?

19.

Jim, a new employee, is assigned to share an office with Art, a veteran employee. Art has the habit of listening to the radio while he works which Jim finds very distracting. What should Jim do?

20.

Bob works at the Acme Assembly Plant. He's new there. He's been invited to join several of his co-workers who stop at Nick's Bar & Grill after work. It is their practice to take turns at buying rounds of beer. Bob has diabetes and can't drink beer. He has to drink diet pop and he'll have to skip half of the rounds. What should Bob do?

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Zeke is new at the plant. He's worked there two weeks. His co-workers led by Al are constantly needling him and playing "dirty tricks" on him, like hiding his lunch bucket, his coat and things like that. He's had it. What should Zeke do?

22.

Bud has been working at Badger Insurance Company as an account trainee for three months. They are a conservative company. While driving to work one morning, Bud notices that he forgot to shave. What should Bud do?

23.

Several people in the office are fed up with the bossy attitude of the new supervisor. Mel agrees with these people that the supervisor has a rotten way of treating people, but Mel is not particularly upset about it. Mel's co-workers ask him to sign a petition requesting that the supervisor's behavior be reviewed by the office manager. What should Mel do?

24.

Tim works in a small machine shop. Each of the three employees performs different tasks. Tim's boss is very busy and rarely available to give Tim clear direction on how he should do his job. As a result, Tim is never sure whether his work is satisfactory or not. What should Tim do?

25.

Like most of the other secretaries in her office, Debbie doesn't like her boss. Her boss is having a Tupperware party and has invited the secretaries to attend. Most of the secretaries do not want to attend. At lunch that day, the other secretaries ask Debbie's opinion on what they should do. What should Debbie suggest?

26.

Judy has been employed for about six months at Helpful Finance Corporation. She knows she's polite to customers, she does her best. Her co-workers tell her how good she is compared to the person she replaced. She thinks she has been nice to, and respectful of, her boss. However, he criticizes her every little mistake and not those of other workers. She thinks he watches her every move. She thinks he is being unfair. What should Judy do?

27.

Dennis works for the library's book-mobile. The library has a rule that no one is to check out a book on someone else's card. Dennis overhears a woman volunteer to check out a book for a young boy she knows who has forgotten his card. What should Dennis do?

28.

Joe is one of the lead mechanics at a new car dealership. He likes his work but not his job. There is a lot of turnover in the service department. Other mechanics and service people agree that the service department is poorly run and the service manager is at fault. It appears to all that the owner (& general manager) thinks very highly of the service manager. Joe's work is beginning to suffer. What should Joe do?

29.

Terry is a receptionist for a personnel director at a manufacturing plant. Terry must leave promptly at 5:00 p.m. each evening in order to pick up her child at the baby sitter's. At 5:00 one evening, the personnel director is still in a meeting with an important company executive. Another person is still waiting in the reception area for his appointment with the personnel director. What should Terry do?

30.

The President of Ace Tool & Die was scheduled to take a plant tour beginning at 8:00 in the morning. Jake's supervisor was very concerned that everything should go smoothly during the tour. He wanted everyone to come in a little early to prepare for the tour. Jake either forgot to set his alarm clock or slept right through it. He woke up 45 minutes later than usual. There is no way he can make it on time.

a. What might Jake do to avoid trouble with the boss?

b. What should Jake do?

31.

Emily's supervisor is responsible for preparing an annual evaluation of all his employees. Her ratings from him were considerably lower than she felt she deserved. As a result, her salary increase will be less than she thought it would be. What should Emily do?

32.

Andy works for a large automotive repair dealership. The shop supervisor distributes a list of instructions for the repair workers to follow on the 5,000 mile check up. Andy figures that if he follows these directions the job will take him twice as long as it does now. What should Andy do?

33.

Jim works as a department head in a large insurance company. Jim has always been an easy going supervisor and has not been strict regarding the length of lunch hours or breaks. As a result, Jim's employees have liked working for him and are willing to put in overtime when necessary without pay. The manager in Jim's firm, however, tells him that the company is tightening up its policies concerning lunch hours and break times. What should Jim do?

34.

Joan and Bill work together in a small television repair shop. Bill is a very slow worker and frequently Joan has to help him so that he can complete the repairs on time. Bill has never mentioned Joan's helpfulness to the boss who has assumed Bill has been doing all the work himself. What should Joan do?

35.

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes of others. He snarls alot.

2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.

3. Carl does his best work when the boss is around. He goes out of his way to "polish the boss's apple." He gets along alright with most of the older workers but some people think he has a big mouth.

4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

a. Assume all the men above had equal longevity and there was a down turn in the business's cycle. Who do you think would be laid off first: _____ second: _____ third: _____ fourth: _____

b. Assume business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend first: _____ second: _____ third: _____ fourth: _____

Research Edition

Employability Inventory

EI

Please complete the following before filling out the Employability Inventory.

1. Age _____ 2. Sex _____
3. Please provide the following information on your past education and job training
 - A. Title of the Voc-Tech training program you completed _____
 - B. Title of the job for which you were trained _____
 - C. Student status: _____ full time _____ part time
4. Please provide information on your current employment status
 - A. If you are currently employed please circle all of the following that apply to you:
 1. Employed full time
 2. Employed part time
 3. Employment related to training
 4. Employment unrelated to training
 5. Seeking other employment related to training
 6. Seeking other employment unrelated to training
 - B. Job title of current job _____
 - C. When did you obtain your current job? (Circle appropriate number)
 1. Before Voc-Tech training
 2. During Voc-Tech training
 3. After Voc-Tech training
 - D. If you are unemployed please circle the appropriate number:
 1. Unemployed and currently not seeking employment
 2. Unemployed and currently seeking any kind of employment
 3. Unemployed but seeking only employment related to training

The Employability Inventory has been designed and constructed to survey attitudes and competencies regarding the personal and social skills important in acquiring and maintaining paid employment. It is not a personality inventory, an interest inventory, an aptitude test or an achievement test.

This inventory consists of a number of situations related to job getting, job keeping or job advancement. You are asked to make judgments about the people described in these situations. The situations include those which involve attitudes and feelings as well as those which call for some knowledge about procedures appropriate in job getting and keeping.

Once this inventory is standardized the information obtained will be useful to test takers in helping them learn effective job getting and keeping skills.

DIRECTIONS

In each item that follows you are given a brief description of a person in a situation related to job getting or job keeping. Following the description are four or five statements about the situation. These statements are usually alternative courses of action that the person in the situation could take. You are asked to select one of these alternatives as being most effective for that person in that situation.

Some of the items have factually correct answers. Others do not. Some involve only opinions and some have equally correct or "right" answers. Your task is not to try to give or guess the right answer but rather to give that answer or course of action you think would be most effective for that person in that situation in getting a job, keeping a job or avoiding trouble on the job. Base your answers only on the information supplied in the situations provided.

Mark your answers by circling the alternative you think would be most effective. Only circle one alternative and please complete each item. You may be able to think up better alternatives than those given. Nevertheless, select the one alternative among those given that you think is best. There is no time limit.

Job Getting

1.

There has been a down turn in the business cycle. The job market is tight. Judy has just graduated, needs money and is anxious to get any kind of a job. In beginning to locate job leads, what is the first thing Judy should do?

1. notify friends and relatives that she is looking for work.
2. register with the school's placement office.
3. check the want ads in the newspaper.
4. register with the job service.

2.

Debbie has heard that they are hiring secretaries at Abco. She'd like to apply for a job there. What is the first thing Debbie should do to follow-up on this lead?

1. drive over there and put in her application.
2. call the personnel office to find out if and when she should come in.
3. call her friend who works there and ask her to find out about the job, i.e., when and where to apply. She should also have her friend put in a good word for her.
4. write a letter of application in which she asks for an interview. She should include her resume with the letter.

3.

Jim knows that most job openings are never advertised. In his line of work there are no openings listed in the classified ads of the newspaper, and the local job service office has no knowledge of openings either. What should Jim do?

1. put an ad in the "situations wanted" column of the newspaper.
2. list himself with a private employment agency.
3. personally call on employers in the area.
4. send out letters of inquiry to employers.

4.

Matt is interested in locating an accountant trainee position at finance companies in the greater Metropolitan area where he lives. He has written letters of inquiry and is preparing to mail them. He is trying to decide to whom he should mail the letters. To what person in the companies should he mail them?

1. look up the names of the presidents of the companies and send the letters to them personally.
2. get the names of the personnel directors and send the letters to them personally.
3. get the names of the directors of the accounting departments and mail the letters to them personally.
4. send the letters in care of the company. The person who routes company mail will send it to the appropriate person.

5.

Doug left his last job because he found it boring and unchallenging. He is now writing a resume in an effort to obtain new employment. The guide that he is following states that he should list each job, what he did on the job and why he left. In writing his resume, how should Doug state his reason for leaving?

1. "the work was repetitive and dull."
2. "to seek a more challenging position."
3. "the job lacked challenge."
4. "I felt I was wasting my talents."

6.

Mike's about to leave for a job interview. His car won't start. He calls several people and finds a neighbor who will take him to the interview. He realizes that he will probably be 10 to 15 minutes late. What should Mike do?

1. take the time to call the interviewer and explain why he will be late.
2. hurry and pretend he was given the wrong time.
3. hurry over there and explain in person rather than waste any more time.
4. call and say that he has been unavoidably detained and ask for another interview at a later time.

7.

Jane is young, petite, and attractive. She is applying for a machinist's job. For all she knows, if she gets hired, she may be the first female machinist in the company's employ. How should she dress for the interview?

1. dress femininely in a skirt and blouse.
2. dress in bulky padded clothes to try to camouflage her femininity.
3. dress femininely in slacks and a sweater.
4. wear clean jeans and a sweat shirt with no make-up.
5. dress sexy.

8.

Mary is currently employed. She is filling out an application blank for a new job. The blank asks the applicant to list all previous jobs and the reason for leaving. Mary was fired from a job she held 2 years ago. She had a personality conflict with her boss. What should Mary write as a reason for leaving that job?

1. not list the job.
2. list the job and write "terminated."
3. list the job and write "laid off."
4. list the job and write "administrative reorganization."
5. list the job but don't list anything under reason for leaving.

9.

Jill is applying for a job as a management trainee for the Ace Company. She learned about the job through the classified ads in the local newspaper. No mention was made of salary. In filling out the job application blank she is asked, "What salary do you expect?" How should Jill fill in this blank?

1. write "contingent upon duties and responsibilities."
2. write "500 per month," because this is the least amount she will accept.
3. write "the going rate."
4. put in a dash or leave it blank.

10.

Erik is interviewing for a job at Ace Company. Erik has found out that they always call previous employers to find out about prior work records. Erik was once fired from a company for being late to work too often. However, he has a good record at his present place of employment. What should Erik do or say?

1. not bring it up during the interview

and hope that his improved record at his last place of employment will compensate for it.

2. bring it up right away by saying, "I'm aware that you contact previous employers. I was fired from the job I held before I worked for Baker Company, but you'll find out from Baker Company that I learned my lesson."
3. state the same thing as in 2 but do it in the middle of the interview.
4. state the same thing as in 2 but wait until the end of the interview.

11.

Julie is interviewing for a job as a beginning real estate agent. The interviewer begins by saying to her, "Tell me about yourself." How should Julie begin? What should she talk about?

1. ask, "What would you like to know?"
2. begin by saying, "I've always been interested in architecture, housing and business. Way back when I was a little kid I . . ."
3. begin with, "My name is Julie Adams, I live in this city, I'm 20 years old . . ."
4. begin by saying, "I was born and raised in this area. So were my parents. Almost all of my relatives live here . . ."

12.

a. Pat is applying for a job as management trainee at the personnel department of ACE Tool & Die. Pat has determined that she possesses the positive selling points listed below. Check Pat's four best selling points. (Use an X)

- ☐ Training in the area Vocational School
- ☐ Average grades in school
- ☐ Good attendance record in school
- ☐ Class secretary
- ☐ Previous volunteer work in hospital
- ☐ Member of Junior Achievement in high school
- ☐ Good reference from previous employer
- ☐ Careful and cautious in following instructions
- ☐ Neat and orderly
- ☐ Neat appearance
- ☐ Good conversationalist
- ☐ Respectful of authority
- ☐ Pleasant disposition

b. Mark Pat's four best selling points if she were applying for a job as a welder (Use an O)

13.

Phil has worked as a sales rep for American Appliance Company for three years. All was going well until a new store manager was hired. The new manager makes sarcastic remarks both about Phil personally and about his work. Phil has decided to look for a different job because of this seemingly unfair treatment. During an interview for a new job, Phil is asked how he gets along with his current employer. What should Phil say?

1. be honest. Tell the person doing the interview that he does not like the way he is being treated.
2. say that he gets along fine and discourage the interviewer from contacting his current employer by explaining that he does not want his employer to know he is looking for a new job.
3. explain that the employer seems out to get him and support the statement by explaining the co-workers think his boss has it in for him.
4. indicate that although their temperaments clash occasionally, this has not interfered with Phil's sales record.

14.

Bernie is applying for a job at the local assembly plant. Despite completing training in his field, he is asked to take an aptitude test. He is told that scores on the test are important in their hiring process. It is a timed, multiple choice, paper and pencil test. What should Bernie do on those items where he doesn't know the answer?

1. he should only answer those questions where he is positive his answer is correct.
2. he should answer all the questions where he is sure of the answer and those where he is reasonably sure he is correct.
3. he should answer all questions even if he has to blindly guess at some.
4. he should answer all questions he knows and he thinks he knows but he should guess only at those where he can eliminate at least one of the alternatives.

15.

John is interviewing for a job at Ace Tool and Die for a position as a welder. During the interview the personnel director asks him, "If I hire you, what would you like to be doing five years from now?" How should John respond to this question?

1. "I'd like to be working right here as a welder."
2. "I'd like to have my own welding shop."

3. "I'd like to continue my schooling nights and move into a management position somewhere."

4. "I'd like to be foreman of the welding division here."

16.

Jim is interested in a public relations job with the Etna Corporation. He has just completed training in business and Journalism. His only work experience has been road construction work during summers. The interviewer asks him, "Tell me how your previous work experience relates to the job you're applying for." How should Jim respond?

1. "Well, it really doesn't. However, while I was in school I managed the campaigns of other students running for class officer positions."
2. "It taught me the benefits of hard work. I was hired back each semester."
3. "Well, it really doesn't other than that experience taught me the importance of finding work that you like."
4. "Well, in working on construction I had to learn to get along with people from diverse backgrounds. This is also necessary in public relations work."

17.

Esther is interviewing for a position as a medical secretary. The interviewer stands up. It is obvious that the interview is ending. She thinks the interview has gone well but she has not been offered the job. Esther stands up immediately. What should Esther say?

1. "I hope you find the right person for the job."
2. "Can you tell me if I'm still being considered for the job?"
3. "I think I would really enjoy working here."
4. "When can I call you regarding your decision?"

18.

Jerry smokes moderately. During the interview Jerry would like a cigarette because he thinks it would help him calm his nerves. The interviewer has smoked one cigarette and there is an ash tray between Jerry and the interviewer. The interviewer offers Jerry a cigarette. What should Jerry do or say?

1. take it and say, "Thanks, I needed that."
2. not take it and, "No, thank you."
3. not take it and say, "Thank you, I'll wait and have one later."
4. say, "thank you for offering but I'll have one of my own."

Job Keeping

19.

Jane is new on the job. Her foreman has just shown her how he wants the job done. She can't keep up. An hour later one of her co-workers shows her an easier way of doing her job. He says that this is the way they all do it. What should Jane do?

1. thank him. Tell him she'll do it that way as soon as the boss stops watching her.
2. do it the way her co-workers do it. If the boss says anything she can tell him she couldn't keep up the other way.
3. do it the way her co-workers do except when the boss is around.
4. tell her co-worker, "Thanks, but I'll just keep doing it the boss's way. There must be a good reason for doing it his way."
5. ask the boss if it is all right to do it the way the others do.

20.

Bill's new on the job. His mother is of Polish descent. At break one of the guys, Joe Bonomo, starts telling "polish jokes." Bill doesn't like it. What should Bill do or say?

1. not say anything. After he gains acceptance he can make his feelings known.
2. tell Joe, "I'd think that was funny if I wasn't Polish."
3. tell a joke about Italians because Joe is a probably Italian.
4. get up and walk away.

21.

On Friday, Mary was told in confidence by the personnel director of her company that she was selected to fill a job she had applied for. The new job involved a transfer to the district office in a community fifty miles away. Mary and her husband celebrated the promotion and began looking at apartments midway between the two communities. They called Mary's parents and spread the good news. A week later, the personnel director caught Mary in the hall and told her the promotion was off. The district manager had changed his mind and decided to promote someone within his own office. Mary was understandably very hurt. What should Mary do?

1. tell the personnel director how hurt she really is.
2. say nothing but begin looking for a new job.
3. write a letter to the district manager stating her feelings about the unfair treatment she believes she has received.
4. take the day off.
5. say nothing to the personnel director or district manager but let her "hair down" with her co-workers.

22.

All the office staff at Etna take a little extra time at breaks and lunch hour. A fair amount of socializing also goes on. Chris is certain she is no worse than any of the others. She has just been reprimanded by her immediate supervisor. What should Chris do?

1. assume she's being the scapegoat and go on behaving as before knowing that she can't be fired because it would be discriminatory.
2. cool it for awhile
3. inform her co-workers of her supervisor's remarks and organize an informal boycott.
4. ask to be transferred.
5. explain to her supervisor that she thinks he has been unfair because her behavior is standard for the company.

23.

It is the busiest time of the year at the plant where Joe works. Joe's company has a policy of granting personal leave for deaths in the family but not for friends or associates. One of Joe's very close friends has suddenly died. Joe thinks that he has to attend the funeral. Joe considers the following options:

1. call in sick, he hasn't used any sick leave in two years.
 2. call in and say that there has been a death in the family and he is taking off for the funeral.
 3. call the boss, explain how he feels, and request the time off.
 4. go in to work to see how things are. If things are going well ask for time off for the funeral. If not, stay at work.
- a. Which would most likely cause the least problems for Joe's boss? _____
- b. What should Joe do? _____

24.

When Sue was hired as a bookkeeper she was told that straightening out the books would require a lot of effort but that if she did it she would get a raise. She did it, but the company is not currently in good financial condition. Sue has not received a raise nor has her boss mentioned anything about it. What should Sue do or say?

1. begin dropping hints like coming to work dressed in raggedy old clothes and telling people if asked about her dress "I can't afford better clothes."
2. do nothing--the company's temporary financial condition is enough explanation. When things are better she should ask for a raise if she doesn't automatically get it.
3. confront her boss directly with his promise and ask for the raise.
4. begin looking for another job.
5. stop working so hard.

25.

The owner of the food store which Robert manages is an alcoholic. As a result, Robert has been taking on more of the day-to-day responsibilities of running the store. At a Chamber of Commerce luncheon, an executive at a larger chain store for whom Robert would like to work asks Robert if his boss is still drinking heavily. How should Robert respond?

1. "Yes, he's drinking quite a bit and I've had to take over most of the responsibilities of running the store."
2. "I really can't say. Mr. Larson (the owner) has decided to be less involved in the daily operation of the store. As a result I've had little contact with him."
3. "I wouldn't want to say anything one way or the other. If he is, the business hasn't suffered any."
4. "Please don't repeat this, but his drinking has become a problem. He's such a nice man though and I've been able to cover for him pretty well."
5. "This is the first I've heard of a drinking problem. You've probably just heard a rumor started by someone who doesn't like him."

26.

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls alot.
 2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.
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- a. Assume all the men above had equal longevity and there was a down turn in the business's cycle. Who do you think would be laid off first: _____ second: _____ third: _____ fourth: _____
- b. Assume business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend first: _____ second: _____ third: _____ fourth: _____

27.

Susan works in a small upholstery shop. Her employer handles all the orders. The business has been growing. The employer has been continuing to promise customers that orders will be ready in a few weeks despite increased work. Susan is working as hard as she can to keep up but she is getting worn out from the pressure. What should Susan do?

1. begin looking for another job. Her boss is taking advantage of her.
2. slow down to a normal pace. If the orders aren't ready, the employer will learn to set longer time limits.
3. tell her boss that she can't keep up with the pace.
4. continue to work hard. If the business continues to do well, she can ask for a raise or an assistant.

28.

Jack knows his boss is a terrible speller. Jack's boss gives him a letter to type and tells Jack that he should get it out as quickly as possible. Jack notices that the spelling on several of the words doesn't seem quite right. What should Jack do?

1. look up these words in the dictionary even if it takes longer.
2. just do as he's told and type the letter as it's written.
3. take the letter into his boss and ask him if the spelling of the words in question is correct.
4. type the letter as quickly as possible and change those errors he's sure of.

29.

Mary works as a bookkeeper in a busy health clinic. Her supervisor tells her that the regulations regarding insurance billings have been changed and she explains how Mary should follow the new regulations on future statements. As Mary reviews the regulations, she realizes she is still confused over several of the changes. Because Mary's supervisor is already irritable concerning the changes which must be made, what should Mary do?

1. continue to review the regulations and try to recall her supervisor's explanation of the necessary changes.
2. tell her supervisor she is confused and ask her supervisor to repeat the instruction so she won't make any mistakes.
3. make a list of questions and bring these to the supervisor after she reviews the regulations.
4. do the job as best she can and not bother her supervisor.

30.

Pete has been employed at Basic Industries for six months as an inventory clerk. He's mastered his job and finds it boring. He works alone and has a lot of time when he's not busy. What should Pete do about his situation?

1. try to figure out a better, more effective way of doing his job.
2. ask his boss for a different job.
3. do his job quickly and use the time when he's not busy to study for other more interesting work.
4. finish his work and ask the boss for other things to do.

31.

Joanne was given a long list of names and addresses by her boss. Joanne was asked to send an advertising brochure to each person on the list and mail the brochures on her way home from work. Upon arriving home that night she realizes she left the completed letters on her desk. Joanne has a date she has to prepare for. What should Joanne do?

1. return to the office and get the letters.
2. go in early the next day and mail the letters. They probably would get to the recipients just as quickly.
3. call her employer and ask him if she can mail them the next day.
4. say nothing and mail them on the way home the next day.

32.

Phil has been working at ACE Tire Company as a salesman for two years. Six months ago, a new store manager was hired to replace Phil's boss. The new manager has an abrupt manner and frequently puts Phil down in front of the other workers. As a result, Phil dreads coming in to work each morning and has begun to drink quite a bit at home. What should Phil do?

1. quit. No job is worth being degraded and hurting your family life.
2. begin looking for a new job, but stay at ACE Tire until he finds one.
3. talk to the manager and let him know his comments are upsetting.
4. try to avoid contact with the manager as much as possible.

33.

Jerry is a new worker at Etna. He shares an office with Will. Will plays a radio all the time. What is worse he has it tuned to Country and Western music which Jerry can't stand. Jerry likes classical music. Jerry has asked Will if he will turn the radio off when Jerry is in the office. Will says no, that rank and seniority has its privileges.

What should Jerry do?

1. complain to the supervisor and ask to be moved to a different office.
2. bring in his own radio and play classical music.
3. put up with it until he is established and then ask to be moved.
4. loosen a tube in Will's radio when he's out of the office.
5. tell Will he is going to complain to the supervisor if Will keeps playing his radio.

34.

Sam normally is a "dude" - a fashion plate. However, Sam dressed in a conservative suit and tie during his job interview. He was hired. Once on the job, he found out the company has a very conservative attitude on appearance. What should Sam do?

1. go ahead and dress in his own distinctive style making sure he's neat and clean.
2. follow the company line, it's the best way to get ahead.
3. start looking for another job. If the dress code is too conservative, the company probably is.
4. follow the company line in principle but gradually find room for individuality.

35.

Beatrice has been working at Acme for 3 months. She enjoys her work and tries to work hard. Jane, one of her co-workers, doesn't. Jane is constantly coming around to tell Beatrice stories about her personal life, dates and so on. Beatrice wants to get along with her co-workers and doesn't want to hurt Jane's feelings. What should Beatrice do or say?

1. pick up the phone when Jane comes around and pretend to be making a business call.
2. pick up papers she is working on and tell Jane she has to get this done in the next hour.
3. ask Jane if they can't talk over personal matters at lunch sometime, or after work.
4. put a do not disturb sign on her desk.

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In each item that follows, you are given a brief description of a person in a situation related to job getting or job keeping. You are asked to write what you think the person in the situation should do--that is, what you think is the most effective course of action that person can take. Your task is not to try to give or guess the "right" answer, but rather to give the answer or course of action you think would be most effective for that person in that particular situation in getting a job, keeping a job or avoiding trouble on the job. Base your answers only on the information supplied in the situations provided.

Write your answer on the lines following the situation described. Try to keep your answers brief. There is no time limit.

Job Getting

1.

There has been a down turn in the business cycle. The job market is tight. Judy has just graduated, needs money and is anxious to get any kind of a job. In beginning to locate job leads, what is the first thing Judy should do?

2.

Debbie has heard that they are hiring secretaries at Abco. She'd like to apply for a job there. What is the first thing Debbie should do to follow-up on this lead?

3.

Jim knows that most job openings are never advertised. In his line of work there are no openings listed in the classified ads of the newspaper, and the local job service office has no knowledge of openings either. What is the best other source for leads Jim could use?

4.

Matt is interested in locating an accountant trainee position at finance companies in the greater Metropolitan area where he lives. He has written letters of inquiry and is preparing to mail them. He is trying to decide to whom he should mail the letters. To what person in the companies should he mail them?

5.

Doug left his last job because he found it boring and unchallenging. He is now writing a resume in an effort to obtain new employment. The guide that he is following states that he should list each job, what he did on the job and why he left. In writing his resume, how should Doug state his reason for leaving?

6.

Mike's about to leave for a job interview. His car won't start. He calls several people and finds a neighbor who will take him to the interview. He realizes that he will probably be 10-15 minutes late. What should Mike do?

7.

Jane is young, petite, and attractive. She is applying for a machinist's job. For all she knows, if she gets hired, she may be the first female machinist in the company's employ. How should she dress for the interview? What should she wear?

8.

Mary is currently employed. She is filling out an application blank for a new job. The blank asks the applicant to list all previous jobs and the reason for leaving. Mary was fired from a job she held 2 years ago. She had a personality conflict with her boss. What should Mary write as a reason for leaving that job?

9.

Jill is applying for a job as management trainee for the Ace Company. She learned about the job through the classified ads in the local newspaper. No mention was made of salary. In filling out the job application blank she is asked, "What salary do you expect?" How should Jill fill in this blank?

10.

Erik is interviewing for a job at Ace Company. Erik has found out that they always call previous employers to find out about prior work records. Erik was once fired from a company for being late to work too often. However, he has a good record at his present place of employment. What should Erik do or say?

11.

Julie is interviewing for a job as a beginning real estate agent. The interviewer begins by saying to her, "Tell me about yourself." How should Julie begin? What should she talk about?

12.

a. Pat is applying for a job as a management trainee at the personnel department of ACE Tool & Die. Pat has determined that she possesses the positive selling points listed below. Check Pat's four best selling points. (Use an X)

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- ☐ Average grades in school
- ☐ Good attendance record in school
- ☐ Class Secretary
- ☐ Previous volunteer work in hospital

☐ Member of Junior Achievement in high school

☐ Good reference from previous employer

☐ Careful and cautious in following instructions

☐ Neat and orderly

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☐ Good conversationalist

☐ Respectful of authority

☐ Pleasant disposition

b. Mark Pat's four best selling points if she were applying for a job as a welder (Use an O)

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Phil has worked as a sales rep for American Appliance Company for three years. All was going well until a new store manager was hired. The new manager makes sarcastic remarks both about Phil personally and about his work. Phil has decided to look for a different job because of this seemingly unfair treatment. During an interview for a new job, Phil is asked how he gets along with his current employer. What should Phil say?

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John is interviewing for a job at Ace Tool and Die for a position as a welder. During the interview the personnel director, asks him, "If I hire you, what would you like to be doing five years from now?" How should John respond to this question?

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Jim is interested in a public relations job with the Etna Corporation. He has just completed training in Business and Journalism. His only work experience has been road construction work during summers. The interviewer asks him, "Tell me how your previous work experience relates to the job you're applying for." How should Jim respond?

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Job Keeping

23.

It is the busiest time of the year at the plant where Joe works. Joe's company has the policy of granting personal leave for deaths in the family but not for friends or associates. One of Joe's very close friends has suddenly died. Joe thinks that he has to attend the funeral.

a. What can Joe do?

b. What should Joe do?

24.

When Sue was hired as a bookkeeper she was told that straightening out the books would require a lot of effort but that if she did it she would get a raise. She did it, but the company is not currently in good financial condition. Sue has not received a raise nor has her boss mentioned anything about it. What should Sue do or say?

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The owner of the food store which Robert manages is an alcoholic. As a result, Robert has been taking on more of the day-to-day responsibilities or running the store. At a Chamber of Commerce luncheon, an executive at a larger chain store for whom Robert would like to work asks Robert if his boss is still drinking heavily. How should Robert respond?

26.

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls a lot.
2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.
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4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

a. Assume all the men above had equal longevity and there was a down turn in the business's cycle. Who do you think would be laid off first:

second: _____

third: _____

fourth: _____

b. Assume the business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend

first: _____

second: _____

third: _____

fourth: _____

27.

Susan works in a small upholstery shop. Her employer handles all the orders. The business has been growing. The employer has been continuing to promise customers that orders will be ready in a few weeks despite increased work. Susan is working as hard as she can to keep up but she is getting worn out from the pressure. What should Susan do?

28.

Jack knows his boss is a terrible speller. Jack's boss gives him a letter to type and tells Jack that he should get it out as quickly as possible. Jack notices that the spelling on several of the words doesn't seem quite right. What should Jack do?

29.

Mary works as a bookkeeper in a busy health clinic. Her supervisor tells her that the regulations regarding insurance billings have been changed and she explains how Mary should follow the new regulations on future statements. As Mary reviews the regulations, she realizes she is still confused over several of the changes. Because Mary's supervisor is already irritable concerning the changes which must be made, what should Mary do?

30.

Pete has been employed at Basic Industries for six months as an inventory clerk. He's mastered his job and finds it boring. He works alone and has a lot of time when he's not busy. What should Pete do about his situation?

31.

Joanne was given a long list of names and addresses by her boss. Joanne was asked to send an advertising brochure to each person on the list and mail the brochures on her way home from work. Upon arriving home that night she realizes she left the completed letters on her desk. Joanne has a date she has to prepare for. What should Joanne do?

32.

Phil has been working at ACE Tire Company as a salesman for two years. Six months ago, a new store manager was hired to replace Phil's boss. The new manager has an abrupt manner and frequently puts Phil down in front of the other workers. As a result, Phil dreads coming in to work each morning and has begun to drink quite a bit at home. What should Phil do?

33.

Jerry is a new worker at Etna. He shares an office with Will. Will plays a radio all the time. What is worse he has it tuned to Country and Western music which Jerry can't stand. Jerry likes classical music. Jerry has asked Will if he will turn the radio off when Jerry is in the office. Will says no, that rank and seniority has its privileges. What should Jerry do?

34.

Sam normally is a "dude" - a fashion plate. However, Sam dressed in a conservative suit and tie during his job interview. He was hired. Once on the job, he found out the company has a very conservative attitude on appearance. What should Sam do?

35.

Beatrice has been working at Acme for 3 months. She enjoys her work and tries to work hard. Jane, one of her co-workers, doesn't. Jane is constantly coming around to tell Beatrice stories about her personal life, dates and so on. Beatrice wants to get along with her co-workers and doesn't want to hurt Jane's feelings. What should Beatrice do or say?



Wisconsin Vocational Studies Center

University of Wisconsin - Madison

321 Education Building, Box 49 • Madison, WI 53706

Phone: 608-263-3696

This letter and the enclosed booklet are part of an important federal research project we are conducting with the assistance of Southwest Tech at Fennimore.

The purpose of the project is to develop an instrument to assess the personal/social skills crucial to obtaining and maintaining employment. Once developed results of the instrument will be used by the schools to guide student training in this aspect of employment preparation. It will also be useful for individual students in helping them prepare for the world of work.

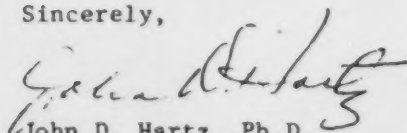
Without going into the technical reasons, it is absolutely critical to our developmental efforts that we have recent post-secondary vocational technical program graduates complete the preliminary instrument. Only by getting results from those who have recently entered both the job market and the world of work can we validate this instrument.

We know you are undoubtedly busy as the holiday season approaches, but won't you please take the few minutes necessary to complete the enclosed instrument and return it to us in the self addressed post paid envelope? It is very important that we hear from you and each one of your classmates. Without your help much time and effort will have been wasted.

Individual results will remain confidential. No names are required on the instrument. However, we will be happy to inform you of group results, send you a summary of the answers, and tell you more about our research. If you'd like the results and additional project information please put a check in the box on the cover of the instrument.

Yours for better education.

Sincerely,


John D. Hartz, Ph.D.
Project Director

JH/dd

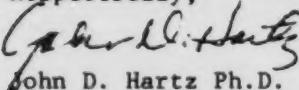
Enclosure

Appendix B1

Dear

Just a card to remind you about completing the "Employability Inventory" we sent. You've probably been busy and haven't got around to it. However, it is important. Your responses are the one way we have of validating it and thereby assisting the schools in better preparing others for the world of work. So, please do it now. If you've misplaced the inventory, we'd be happy to send you another.

Respectfully,



John D. Hartz Ph.D.
Project Director
Wisconsin Vocational Studies Center



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Enclosure



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Just a brief letter to remind you about our interest in your responses to the Employability Inventory we sent. You've probably been busy and haven't got around to it. Or perhaps you've misplaced it. So, we're sending another. It is important. We really need to hear from each of you if our results are to be valid. We know you are interested in improving educational practices and this is an opportunity for you to do so. We will gladly send you the results of this study.

Won't you please take the few minutes necessary to fill it out now? If there are any questions you object to answering please leave them blank. We will call you within a week from the time you receive this to tell you a little more about what we're doing and will be glad to answer any questions or objections you have.

Sincerely yours,

John D. Hartz, Ph.D.
Project Director

P.S. We're sending you a copy of a newsletter we send out on the project. It summarizes some of the activities we've completed. If there is any other service we can provide, please don't hesitate to ask.



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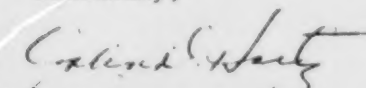
First of all, we would like to thank you for your assistance in our efforts to develop an instrument which promises to be useful in helping vocational-technical students acquire the personal/social skills necessary to obtain and maintain employment.

We would like to ask another favor. Would you complete the Employability Inventory again? As part of the standardization process we have to have a group of people complete the instrument twice. This will allow us to compute a "coefficient of reliability." This is a somewhat technical procedure which will tell us if the instrument is useable in its present form. Your help will greatly aid our efforts.

Again, if you would like more information on what we are doing, we will be happy to oblige you. Once we have the results from the previous administration we will forward them to you. If there is anything else we can do to reciprocate for your help, please feel free to call or write.

Thanking you in anticipation.

Sincerely,


John D. Hartz, Ph.D.



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Without going into the technical reasons, it is absolutely critical to our developmental efforts that we have current students in post-secondary vocational technical programs complete the preliminary instrument. Only by contrasting results from current students with those from former students who have recently entered both the job market and the world of work can we validate this instrument.

We know you are undoubtedly busy, but won't you please take the few minutes necessary to complete the instrument and return it to your instructor? It is very important that we obtain results from you and each one of your classmates. Without your help much time and effort will have been wasted.

Individual results will remain confidential. No names are required on the instrument. However, we do need individual identification for research purposes. Please write in your student identification number on the line provided below. Once our research is completed we will be happy to inform you of group results and provide you a summary of the answers. If you'd like the results and additional project information please put a check in the box below.

Yours for better education.

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Project Director

JH:dd

Enclosure

436

I.D. Number _____

☐

Please send summary



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Enclosure

I.D. Number _____

☐ Please send summary

437

Research Edition

Employability Inventory



Please complete the following before filling out the Employability Inventory.

1. Age _____ 2. Sex _____
3. Please provide the following information on your past education and job training
 - A. Title of the Voc-Tech training program you completed _____
 - B. Title of the job for which you were trained _____
 - C. Student status: _____ full time _____ part time
4. Please provide information on your current employment status
 - A. If you are currently employed please circle all of the following that apply to you:
 1. Employed full time
 2. Employed part time
 3. Employment related to training
 4. Employment unrelated to training
 5. Seeking other employment related to training
 6. Seeking other employment unrelated to training
 - B. Job title of current job _____
 - C. When did you obtain your current job? (Circle appropriate number)
 1. Before Voc-Tech training
 2. During Voc-Tech training
 3. After Voc-Tech training
 - D. If you are unemployed please circle the appropriate number:
 1. Unemployed and currently not seeking employment
 2. Unemployed and currently seeking any kind of employment
 3. Unemployed but seeking only employment related to training

WHAT IT IS ABOUT

The Employability Inventory has been designed and constructed to survey attitudes and competencies regarding the personal and social skills important in acquiring and maintaining paid employment. It is not a personality inventory, an interest inventory, an aptitude test or an achievement test.

This inventory consists of a number of situations related to job getting, job keeping or job advancement. You are asked to make judgments about the people described in these situations. The situations include those which involve attitudes and feelings as well as those which call for some knowledge about procedures appropriate in job getting and keeping.

Once this inventory is standardized the information obtained will be useful to test takers in helping them learn effective job getting and keeping skills.

DIRECTIONS

In each item that follows, you are given a brief description of a person in a situation related to job getting or job keeping. You are asked to 'write' what you think the person in the situation should do--that is, what you think is the most effective course of action that person can take. Your task is not to try to give or guess the "right" answer, but rather to give the answer or course of action you think would be most effective for that person in that particular situation in getting a job, keeping a job or avoiding trouble on the job. Base your answers only on the information supplied in the situations provided.

Write your answer on the lines following the situation described. Try to keep your answers brief. There is no time limit.

Job Getting

1. There has been a down turn in the business cycle. The job market is tight. Judy has just graduated, needs money and is anxious to get any kind of a job. In beginning to locate job leads, what is the first thing Judy should do?

2. Debbie has heard that they are hiring secretaries at Abco. She'd like to apply for a job there. What is the first thing Debbie should do to follow-up on this lead?

3. Jim knows that most job openings are never advertised. In his line of work there are no openings listed in the classified ads of the newspaper, and the local job service office has no knowledge of openings either. What is the best other source for leads Jim could use?

4. Matt is interested in locating an accountant trainee position at finance companies in the greater Metropolitan area where he lives. He has written letters of inquiry and is preparing to mail them. He is trying to decide to whom he should mail the letters. To what person in the companies should he mail them?

5. Doug left his last job because he found it boring and unchallenging. He is now writing a resume in an effort to obtain new employment. The guide that he is following states that he should list each job, what he did on the job and why he left. In writing his resume, how should Doug state his reason for leaving?

6. Mike's about to leave for a job interview. His car won't start. He calls several people and finds a neighbor who will take him to the interview. He realizes that he will probably be 10-15 minutes late. What should Mike do?

7. Jane is young, petite, and attractive. She is applying for a machinist's job. For all she knows, if she gets hired, she may be the first female machinist in the company's employ. How should she dress for the interview? What should she wear?

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- ☐ Member of Junior Achievement in high school
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third: _____

fourth: _____

b. Assume the business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend

first: _____

second: _____

third: _____

fourth: _____

27.

Susan works in a small upholstery shop. Her employer handles all the orders. The business has been growing. The employer has been continuing to promise customers that orders will be ready in a few weeks despite increased work. Susan is working as hard as she can to keep up but she is getting worn out from the pressure. What should Susan do?

28.

Jack knows his boss is a terrible spell-er. Jack's boss gives him a letter to type and tells Jack that he should get it out as quickly as possible. Jack notices that the spelling on several of the words doesn't seem quite right. What should Jack do?

29.

Mary works as a bookkeeper in a busy health clinic. Her supervisor tells her that the regulations regarding insurance billings have been changed and she explains how Mary should follow the new regulations on future statements. As Mary reviews the regulations, she realizes she is still confused over several of the changes. Because Mary's supervisor is already irritable concerning the changes which must be made, what should Mary do?

30.

Pete has been employed at Basic Industries for six months as an inventory clerk. He's mastered his job and finds it boring. He works alone and has a lot of time when he's not busy. What should Pete do about his situation?

31.

Joanne was given a long list of names and addresses by her boss. Joanne was asked to send an advertising brochure to each person on the list and mail the brochures on her way home from work. Upon arriving home that night she realizes she left the completed letters on her desk. Joanne has a date she has to prepare for. What should Joanne do?

32.

Phil has been working at ACE Tire Company as a salesman for two years. Six months ago, a new store manager was hired to replace Phil's boss. The new manager has an abrupt manner and frequently puts Phil down in front of the other workers. As a result, Phil dreads coming in to work each morning and has begun to drink quite a bit at home. What should Phil do?

33.

Jerry is a new worker at Etna. He shares an office with Will. Will plays a radio all the time. What is worse he has it tuned to Country and Western music which Jerry can't stand. Jerry likes classical music. Jerry has asked Will if he will turn the radio off when Jerry is in the office. Will says no, that rank and seniority has its privileges. What should Jerry do?

34.

Sam normally is a "dude" - a fashion plate. However, Sam dressed in a conservative suit and tie during his job interview. He was hired. Once on the job, he found out the company has a very conservative attitude on appearance. What should Sam do?

35.

Beatrice has been working at Acme for 3 months. She enjoys her work and tries to work hard. Jane, one of her co-workers, doesn't. Jane is constantly coming around to tell Beatrice stories about her personal life, dates and so on. Beatrice wants to get along with her co-workers and doesn't want to hurt Jane's feelings. What should Beatrice do or say?

Research Edition

Employability Inventory



Please complete the following before filling out the Employability Inventory.

1. Age _____ 2. Sex _____
3. Please provide the following information on your past education and job training
 - A. Title of the Voc-Tech training program you completed _____
 - B. Title of the job for which you were trained _____
 - C. Student status: _____ full time _____ part time
4. Please provide information on your current employment status
 - A. If you are currently employed please circle all of the following that apply to you:
 1. Employed full time
 2. Employed part time
 3. Employment related to training
 4. Employment unrelated to training
 5. Seeking other employment related to training
 6. Seeking other employment unrelated to training
 - B. Job title of current job _____
 - C. When did you obtain your current job? (Circle appropriate number)
 1. Before Voc-Tech training
 2. During Voc-Tech training
 3. After Voc-Tech training
 - D. If you are unemployed please circle the appropriate number:
 1. Unemployed and currently not seeking employment
 2. Unemployed and currently seeking any kind of employment
 3. Unemployed but seeking only employment related to training

WHAT IT IS ABOUT

The Employability Inventory has been designed and constructed to survey attitudes and competencies regarding the personal and social skills important in acquiring and maintaining paid employment. It is not a personality inventory, an interest inventory, an aptitude test or an achievement test.

This inventory consists of a number of situations related to job getting, job keeping or job advancement. You are asked to make judgments about the people described in these situations. The situations include those which involve attitudes and feelings as well as those which call for some knowledge about procedures appropriate in job getting and keeping.

Once this inventory is standardized the information obtained will be useful to test takers in helping them learn effective job getting and keeping skills.

DIRECTIONS

In each item that follows you are given a brief description of a person in a situation related to job getting or job keeping. Following the description are four or five statements about the situation. These statements are usually alternative courses of action that the person in the situation could take. You are asked to select one of these alternatives as being most effective for that person in that situation.

Some of the items have factually correct answers. Others do not. Some involve only opinions and some have equally correct or "right" answers. Your task is not to try to give or guess the right answer but rather to give that answer or course of action you think would be most effective for that person in that situation in getting a job, keeping a job or avoiding trouble on the job. Base your answers only on the information supplied in the situations provided.

Mark your answers by circling the alternative you think would be most effective. Only circle one alternative and please complete each item. You may be able to think up better alternatives than those given. Nevertheless, select the one alternative among those given that you think is best. There is no time limit.

Job Getting

1.

There has been a down turn in the business cycle. Judy has just completed training in computer science. What is the quickest way for Judy to try to find a job in her field?

1. personally contact employers who hire people for the job Judy wants.
2. call friends and relatives and see if they know of any openings.
3. check the want ads.
4. register with the school placement office and Job Service.

2.

Anne returned to school after her husband died. She has completed her training in retail marketing. She has had no paid employment experience but has been involved in community volunteer work. In writing her resume what should she include under experience?

1. Make up experiences which she could say she held before marriage. (They're too far back in time for the employer to check out).
2. list no work experience and focus on academic accomplishments.
3. list her community work just as it is usually known, e.g., Girl Scout leader.
4. talk about her volunteer experiences in the language of the job market (instead of Girl Scout leader, say "community youth coordinator").

3.

Geraldine just completed training for work as a data processor. She is anxious to obtain employment but wants to check out as many companies as possible. She decides to send out letters of inquiry. In putting together a list of employers, what or whom should she consult?

1. the state Job Service.
2. the reference librarian at the public library.
3. the want ads in the Sunday edition of the local newspaper.
4. the yellow pages of the local telephone directory.

4.

Jim has an interview for a mechanic's job at Joe's garage. How should he dress for the interview?

1. wear his Sunday best.

2. wear work clothes that show he's not afraid of a little grease and grime.

3. find out what other applicants have worn and wear the same.

4. wear work clothes that are neat and clean.

5.

George is completing a letter of application to the Atlantis Corporation. He really wants to be considered further for the job. He is not quite sure how to conclude his letter. What should he write as a complimentary closing?

1. "Thank you for any consideration you give my application."
2. "I know you will not regret considering me further."
3. "Thanking you in anticipation of further consideration."
4. "I know I will be able to serve you and your company well."

6.

Jane has a job interview at 10:00 A.M. across town. It generally takes Jane about 30 minutes to travel the distance between her home and the place where the interview will be conducted. What time should Jane leave her house?

1. 8:45
2. 9:00
3. 9:15
4. 9:30

7.

May has just graduated and has job interviews lined up each day of the week. Monday, on the morning of her first job interview, May wakes up with a head cold. Her interview is at 8:30 A.M. It takes 45 minutes to get there and the company is open for business at 8:00. What should May do?

1. go back to bed. Her health is more important than the interview. She has the others to fall back on.
2. call the employer's secretary at 8:00. Explain her illness and ask the secretary to try to arrange another appointment at a later date.
3. stay up till 3:30 to call the employer directly and ask to arrange another time.

447 4. go to the interview.

8.

Pete is filling out an application blank for a position at Acme Building. He has never worked in the building trades before. The blank asks, "list three references." Pete has a "personal data sheet" which he put together to help him during the application process. On it he has nine people listed as possible references: three former employers, two prominent businessmen who know him, three teachers and the pastor of his church. All will give him good references. Which three should Pete list?

1. his three former employers. Even though the work was not related they can attest to his work attitudes and behavior.
2. his last employer, one teacher and the pastor. The last employer can tell about his work record. The teacher can tell about the skills he has learned and the pastor can attest to his character.
3. the three teachers. They can best attest to his training for the job.
4. the two businessmen and his last employer. The owner might know either of the businessmen and this could work to his benefit. The former employer can attest to his work record.

9.

Jane is applying for a stenographic position at a new law office. The receptionist has just taken her in to interview with Jack Brown, the attorney who would be her boss. The receptionist has not introduced her. What should Jane do?

1. offer to shake hands and say, "I'm Jane Doe. I'm applying for the stenographic position."
2. wait, and take her cue from him. He may already know her name and he may not want to shake hands.
3. sit down quietly and let him take the lead.
4. remain standing and say, "I'm Jane Doe. I'm here about the stenographic position" and wait for him to offer to shake hands.

10.

In the middle of his interview the interviewer suddenly asks John if he has a police record. Five years earlier John, as a juvenile, was charged with breaking and entering. The interviewer appears to be anxious about John's response. What should John say?

1. "No! My record is clean."
2. "No, outside of one minor incident back in my early teens."
3. "Yes, I do. I was picked up for breaking and entering when I was fourteen."

4. "Legally you're really not supposed to ask that question."

11.

Joan is interviewing for a position in the accounting department at the Lion Company. After telling Joan some general things about the company and the job duties, the interviewer asks Joan if there is anything she would like to ask. Joan would like to know about pay, fringes, security, promotion policies and so on. To create the best impression what should Joan ask about first?

1. salary.
2. fringe benefits.
3. job security.
4. opportunities for advancement.

12.

Joe is interviewing for a job as a maintenance mechanic at Bill's Supply Company. During the interview he is asked why he would like to work for this company. How should Joe respond if he wants to make a good impression?

1. "It's close to home and I'd like to remain in this area."
2. "I've heard that there is excellent job security here and I'm interested in staying in one place."
3. "I know the wages are good and that is important to me."
4. "I know this company is a leader in the mechanic tool supply business."

13.

Jack has worked for Acme Corporation for five years as a sales representative. He has improved his position each year. A new sales manager has been hired. He and Jack don't get along. Jack is now interviewing with a new company for a similar position. The interviewer asks Jack why he is considering leaving Acme. What should Jack tell him?

1. "To be frank, Acme has hired a new sales manager. With him in control I don't think I can continue to progress at the rate I have in the past."
2. "While I have made progress at Acme, I'm interested in finding a company where I can advance at a faster pace if my work warrants it."
3. "For me to represent a company I have to be enthused about that company. That is no longer true for me at Acme."
4. "I think that I need a change. I have worked at Acme for five years and would prefer trying my hand in a new company with new lines."

14.

Bridget is applying for a job as an insurance underwriter trainee at the Happy Health Insurance Company. She filled out the application blank. Now they want her to take an interest test and a personality test. If she really wants to get the job, how should Bridget respond to the questions on these tests?

1. try to answer the questions as honestly as possible.
2. try to think of the kinds of interests and type of personality an underwriter typically would have, and answer in this manner.
3. try to answer the questions like "Ms. Silent Majority" or "Ms. Average America" should.
4. refuse to take the tests because these types of tests have nothing to do with her ability to perform the job.

15.

Sarah realizes that the interviewer is ending the interview. It seems that things have gone well. She thinks that she may be offered the job. The interviewer says that she will call Sarah the next day to let her know. No mention has been made of salary or fringe benefits. What should Sarah do?

1. say, "Excuse me but one thing I forgot to find out was what the salary would be."
2. not ask, it may leave a bad impression. She can assume fringes and salary will be normal for this line of work or the interviewer would have mentioned them.
3. not ask, it may leave a bad impression. She can ask the receptionist, "I forgot to find out about the salary range and fringe benefits, can you tell me anything about it?"
4. not bring it up now, but if the interviewer calls to tell her she has the job she should ask then about salary and fringe benefits before she accepts.

16.

Rachel has been through an extensive job search and a long series of interviews. She has been given four firm job offers. After much consideration she decides to accept the offer from Paradise Company. She is not quite sure what to do about the other three offers. What do you think Rachel should do?

1. call each of the others, thank them for their offer and tell them of her decision.
2. do nothing. She's a beginning worker and in a tight job market. They have many other candidates they can offer the job to.
3. write each of the other companies, thank them and tell them of her decision.

4. first call each of the other three companies and then write them as well.

17.

- a. Pat is applying for a job as a Management trainee at the personnel department of ACE Tool & Die. Pat has determined that he possesses the positive selling points listed below. Check Pat's four best selling points. (use an X)

- ☐ Training in the area Vocational School
- ☐ Average grades in school
- ☐ Good attendance record in school
- ☐ Class Secretary
- ☐ Previous volunteer work in hospital
- ☐ Member of Junior Achievement in high school
- ☐ Good reference from previous employer
- ☐ Careful and cautious in following instructions
- ☐ Neat and orderly
- ☐ Neat appearance
- ☐ Good conversationalist
- ☐ Respectful of authority
- ☐ Pleasant disposition

- b. Mark Pat's four best selling points if he were applying for a job as a welder. (use an O)

Job Keeping

18.

Jim works at Ace Assembly in a work team of 20 people. A large order has come in from a big manufacturer. Everyone is getting pretty tense about meeting the deadline for delivery three hours from now. Jim notices he is so tense that he keeps making careless mistakes. What should Jim do?

1. take a break and try to calm down.
2. tell the others he's jumpy and suggest that maybe they'd be better off without his help.
3. slow down his pace so he makes fewer mistakes.
4. ask the boss if he can't change jobs with someone else.

Form B

19.

Jim, a new employee, is assigned to share an office with Art, a veteran employee. Art has the habit of listening to the radio while he works which Jim finds very distracting. What should Jim do?

1. ask the supervisor if he could share an office with someone else.
2. grin and bear it.
3. ask Art if he'd mind turning the radio off when Jim's in the office.
4. turn it off and tell Art he can't concentrate on his work when it's playing.

20.

Bob works at the Acme Assembly Plant. He's new there. He's been invited to join several of his co-workers who stop at Nick's Bar & Grill after work. It is their practice to take turns at buying rounds of beer. Bob has diabetes and can't drink beer. He has to drink diet pop and he'll have to skip half of the rounds. What should Bob do?

1. take his turn at buying a round even though he doesn't drink beer.
2. insist on paying for his own pop and not get into the rounds.
3. avoid the issue by not stopping at Nick's.
4. let the others buy the rounds.

21.

Zeke is new at the plant. He's worked there two weeks. His co-workers led by Al are constantly needling him and playing "dirty tricks" on him, like hiding his lunch bucket, his coat and things like that. He's had it. What should Zeke do?

1. report Al and his friends to the foremen and the union steward.
2. grin and bear it. It's probably customary treatment of a new worker.
3. smack Al in the mouth the next time he says or does something.
4. retaliate with some tricks of his own on Al.

22.

Bud has been working at Badger Insurance Company as an account trainee for three months. They are a conservative company. While driving to work one morning, Bud notices that he forgot to shave. What should Bud do?

1. stop off at a drugstore and pick up a razor even if he's late.
2. tell people that he uses an electric razor and the power went out at his house.

3. if someone comments, suggest he's growing a beard.

4. just tell people he forgot to shave.

23.

Several people in the office are fed up with the bossy attitude of the new supervisor. Mel agrees with these people that the supervisor has a rotten way of treating people, but Mel is not particularly upset about it. Mel's co-workers ask him to sign a petition requesting that the supervisor's behavior be reviewed by the office manager. What should Mel do?

1. sign the petition.
2. refuse to sign the petition.
3. stall. Tell the other workers he wants to think about it.
4. volunteer to talk to the supervisor for the other workers.
5. try to talk the others out of the petition.

24.

Tim works in a small machine shop. Each of the three employees performs different tasks. Tim's boss is very busy and rarely available to give Tim clear direction on how he should do his job. As a result, Tim is never sure whether his work is satisfactory or not. What should Tim do?

1. assume he's doing all right. Otherwise his boss would tell him to improve.
2. ask his boss if they could sit down sometime and review his performance.
3. write any questions he has on a slip of paper and leave these on his boss's desk for response.
4. begin to take his work into the boss for approval.

25.

Like most of the other secretaries in her office, Debbie doesn't like her boss. Her boss is having a Tupperware party and has invited the secretaries to attend. Most of the secretaries do not want to attend. At lunch that day, the other secretaries ask Debbie's opinion on what they should do. What should Debbie suggest?

1. they go unless they want to make things worse for themselves around the office.
2. they go. Even if she's a pain in the neck, her boss does have feelings, too.
3. each follow her own conscience about going.
4. they not go or they'd be hypocrites.

26.

Judy has been employed for about six months at Helpful Finance Corporation. She knows she's polite to customers, she does her best. Her co-workers tell her how good she is compared to the person she replaced. She thinks she has been nice to, and respectful of, her boss. However, he criticizes her every little mistake and not those of other workers. She thinks he watches her every move. She thinks he is being unfair. What should Judy do?

1. ask for a meeting with her boss and tell him her feelings.
2. begin looking for another job. Six months on the job is a long enough time for him to realize her ability.
3. go on being polite to customers and doing her job well, but give her boss a taste of his own medicine.
4. go out of her way to be polite and nice to her boss.

27.

Dennis works for the library's bookmobile. The library has a rule that no one is to check out a book on someone else's card. Dennis overhears a woman volunteer to check out a book for a young boy she knows who has forgotten his card. What should Dennis do?

1. refuse to check out the book and tell the woman of the library's rules.
2. mention the rule to the woman, but tell her he'll make an exception this once.
3. check out the book and pretend he didn't hear the conversation.
4. offer to hold the book while the boy goes home to get his card.

28.

Joe is one of the lead mechanics at a new car dealership. He likes his work but not his job. There is a lot of turnover in the service department. Other mechanics and service people agree that the service department is poorly run and the service manager is at fault. It appears to all that the owner (& general manager) thinks very highly of the service manager. Joe's work is beginning to suffer. What should Joe do?

1. talk to the owner even though he doesn't think the owner will do anything about it.
2. try to get all the workers in the service department to sign a petition which outlines their grievances and send this to the owner.
3. begin looking for another job before he does anything which might affect the references he would get from the owner and service manager.

4. make a list of suggestions and take them to the service manager to discuss with him.

29.

Terry is a receptionist for a personnel director at a manufacturing plant. Terry must leave promptly at 5:00 p.m. each evening in order to pick up her child at the baby sitter's. At 5:00 one evening, the personnel director is still in a meeting with an important company executive. Another person is still waiting in the reception area for his appointment with the personnel director. What should Terry do?

1. leave at 5:00. She has a responsibility to her sitter. She can ask the person waiting to go on in when the executive leaves.
2. interrupt the meeting and explain that she must leave and tell the personnel director that someone is waiting to see him.
3. suggest that the person waiting return in the morning since it is closing time.
4. call her sitter to tell her she'll be late and wait 20 minutes longer before leaving.

30.

The President of Ace Tool & Die was scheduled to take a plant tour beginning at 8:00 in the morning. Jake's supervisor was very concerned that everything should go smoothly during the tour. He wanted everyone to come in a little early to prepare for the tour. Jake either forgot to set his alarm clock or slept right through it. He woke up 45 minutes later than usual. There is no way he can make it on time. He considers doing each of the following:

1. call in, say that he's at a filling station with car trouble, and that he will get there just as soon as he can.
 2. call in sick, his presence isn't crucial to the running of the plant.
 3. get to work as fast as he can and tell the boss when he gets there that his delay was unavoidable.
 4. call in, tell the truth, and say that he will get there as soon as possible.
- a. If you were Jake's boss which excuse or alternative would upset you the least?
- b. What should Jake do?

31.

Emily's supervisor is responsible for preparing an annual evaluation of all his employees. Her ratings from him were considerably lower than she felt she deserved. As a result, her salary increase will be less than she thought it would be. What should Emily do?

1. begin looking for a job somewhere else where her abilities will be appreciated.
2. talk it over with her supervisor and explain her point of view.
3. discuss it with her supervisor's boss.
4. work harder next time.

32.

Andy works for a large automotive repair dealership. The shop supervisor distributes a list of instructions for the repair workers to follow on the 5,000 mile check up. Andy figures that if he follows these directions the job will take him twice as long as it does now. What should Andy do?

1. follow his old procedures. He's never had any customer complaints and he can do more cars in less time.
2. follow the new procedure if that's what the boss wants.
3. ask the supervisor to observe his way of doing it.
4. write out his way of doing it and ask the boss if this is an acceptable procedure.

33.

Jim works as a department head in a large insurance company. Jim has always been an easy going supervisor and has not been strict regarding the length of lunch hours or breaks. As a result, Jim's employees have liked working for him and are willing to put in overtime when necessary without pay. The manager in Jim's firm, however, tells him that the company is tightening up its policies concerning lunch hours and break times. What should Jim do?

1. tell the manager that his department will not follow the policy.
2. inform his staff of the tighter company policy and suggest that it will probably be to their benefit to follow it.
3. explain the policy to the staff but suggest that if they are careful they can probably avoid trouble with the company.
4. tell the staff that he does not agree with the policy and will back them up if one of them should get in trouble.

34.

Joan and Bill work together in a small television repair shop. Bill is a very slow worker and frequently Joan has to help him so that he can complete the repairs on time. Bill has never mentioned Joan's helpfulness to the boss who has assumed Bill has been doing all the work himself. What should Joan do?

1. tell the boss she's been doing some of Bill's work. She might even get a raise.
2. stop doing Bill's work and just do what she's paid to do.
3. suggest to Bill that he tell the boss he's been given too much work to do.
4. continue helping Bill. It's not his fault he's slow.
5. suggest to the boss that they get paid on the basis of jobs completed instead of a flat hourly rate.

35.

1. Al is the fastest worker on the line, he does his work well. He's not easy to get along with and is intolerant of mistakes by others. He snarls alot.
2. Bill is an average worker, he gets his job done but not any faster or better than anyone else. Bill does his work with a smile. He gets along with everyone.
3. Carl does his best work when the boss is around. He goes out of his way to "polish the boss's apple." He gets along alright with most of the older workers but some people think he has a big mouth.
4. Dave is the most popular guy in the plant. He's got a joke for every situation. When he wants to he can work as fast as Al.

- a. Assume all the men above had equal longevity and there was a down turn in the business's cycle. Who do you think would be laid off first: _____ second: _____ third: _____ fourth: _____
- b. Assume business is good and the foreman of the men above is promoted. He is asked to recommend one of them for his foreman's job. In recommending people for his former position who do you think he would recommend first: _____ second: _____ third: _____ fourth: _____

WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the Center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs--vocational education, technical education, adult education, career education, and manpower training--to citizens of all ages in all communities of the state. The Center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the Center engages in studies beyond the boundaries of the state.

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